

UC-NRLF

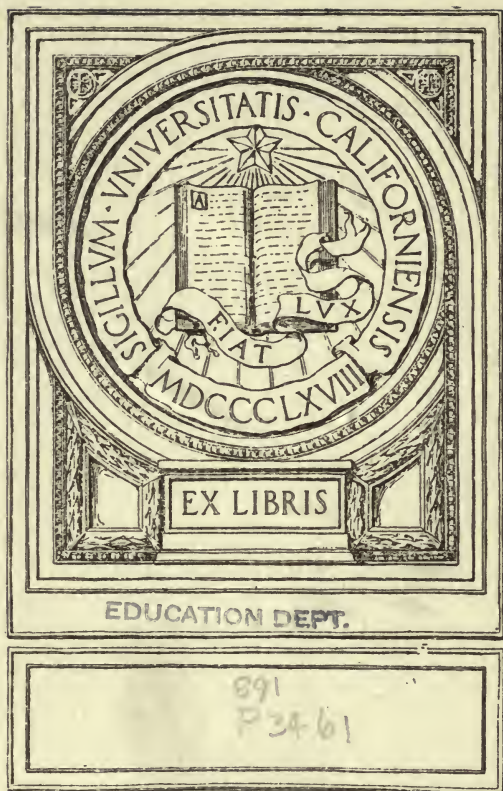


\$B 307 090

LEARN TO SPELL

A HIGH SCHOOL
AND
COLLEGE BOOK

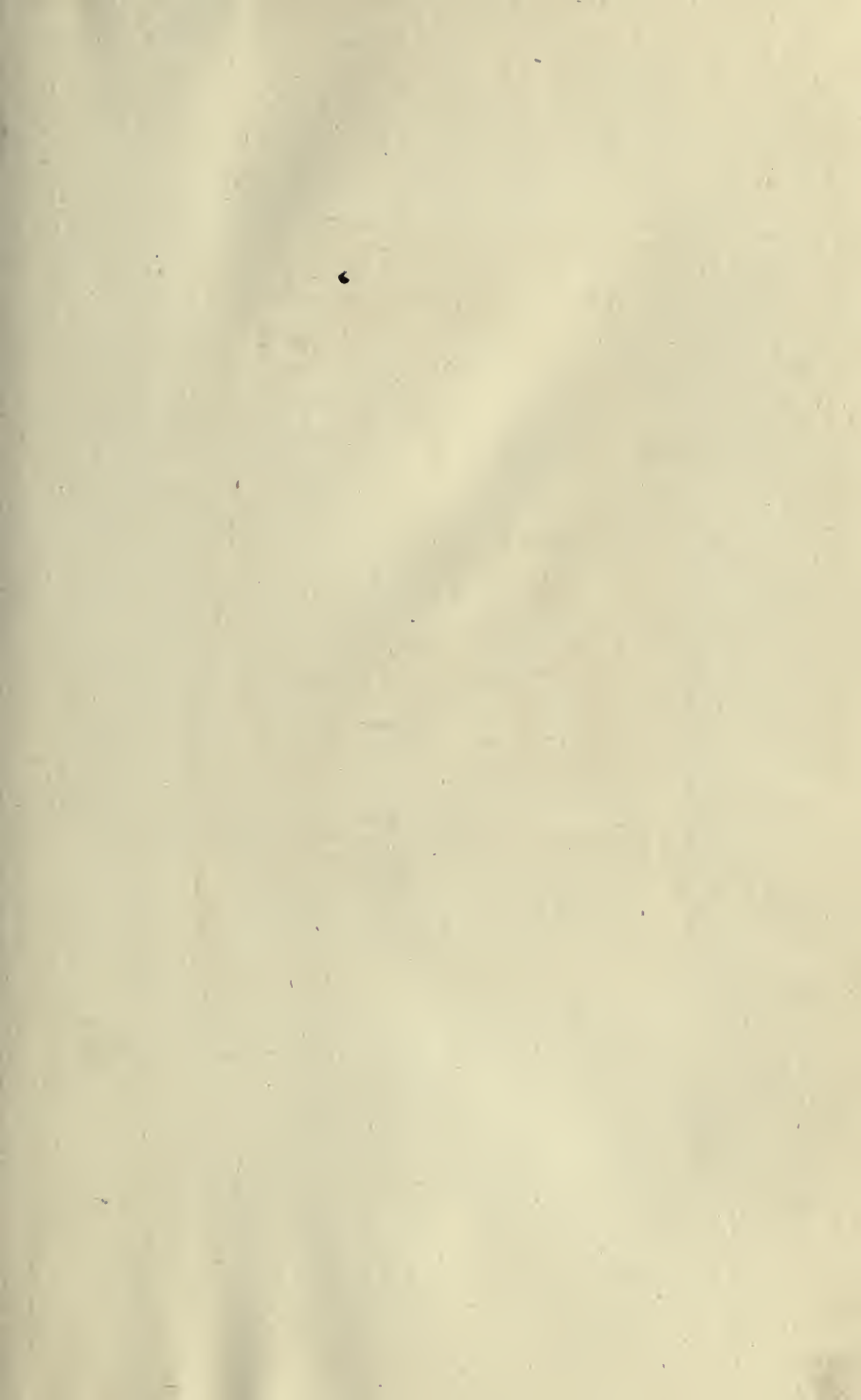
PAYNE



EX LIBRIS

EDUCATION DEPT.

891
P3461





Digitized by the Internet Archive
in 2008 with funding from
Microsoft Corporation

LEARN TO SPELL

A HIGH-SCHOOL
AND COLLEGE BOOK

By
L. W. PAYNE, JR.



RAND McNALLY & COMPANY

CHICAGO

NEW YORK

Copyright, 1916
By L. W. PAYNE, JR.

EDUCATION DEPT.



THE CONTENTS

	PAGE
<i>The Introduction</i>	5
SEVEN MAJOR RULES FOR ENGLISH SPELLING	7
THE RULES APPLIED AND EXEMPLIFIED	8
SEVEN MINOR RULES FOR ENGLISH SPELLING	18
SOME HINTS FOR LEARNERS	19
A LIST OF WORDS FREQUENTLY MISSPELLED	22
PRACTICE EXERCISES ILLUSTRATING RULES FOR SPELLING	30
PRACTICE LISTS OF WORDS OFTEN MISSPELLED (BY SUB- JECTS):	
ARTS AND SCIENCES:	
Agriculture	50
Biology and Zoölogy	52
Botany	53
Chemistry	54
Domestic Science:	
Cooking	55
Household Arts	56
Sewing	57
Economics	59
Geography (Descriptive)	60
Physical Geography	62
Geology	63
Government (Civics)	64
History:	
American History	66
Ancient History	67
Medieval History	69
Modern European History	70
General History Terms	71

Mathematics:	PAGE
Algebra	73
Arithmetic	74
Geometry	75
Music	76
Physics	78
Physiology	79

LANGUAGE AND LITERATURE:

American Literature	81
English Literature	83
General Literary and Critical Terms	85
Grammar and Rhetoric	87

PROFESSIONAL AND SPECIAL:

Aëroplane, Motorboat, and Automobile	88
Biblical	89
Business	90
Education	92

Engineering:

Architectural Engineering	93
Civil Engineering	93
Electrical Engineering	94
Mechanical Engineering	94
General Engineering Terms	95

Law	96
Manual Arts	98
Military Tactics	100
Mythology	102
Special Lists for Other Subjects	104

A GENERAL LIST OF WORDS OFTEN MISSPELLED	105
<i>Suggestions to Teachers</i>	142

THE INTRODUCTION

Superintendents and principals are beginning to realize that spelling must be part of the high-school curriculum. Every teacher knows that many pupils who have finished the course in spelling required in the grammar school and have, as they suppose, put the subject definitely away, are woefully deficient in spelling when they take up their work in the high school. This deficiency is revealed in written work when the pupil is unconscious that his ability to spell is under test. When these pupils finish the high-school course with only the desultory and inadequate methods of training in spelling usually in practice there, they enter college or take up everyday business and social life with little ability to spell correctly.

Since every person who pretends to be moderately well educated should be able to spell his native language with a fair degree of accuracy and consistency, it is evident that spelling must be continued as a practical study in the high school. The difficulties of English spelling are so great that good results cannot be obtained through incidental instruction in connection with other studies. The solution of the problem is a reestablishment of the daily spelling exercise. In the high school, however, there should be more intense study of word formation, word history, and word analysis, and more scrutiny by each student of the words misspelled by him in his daily written exercises.

Learn to Spell has been prepared for use as a textbook for regular class work in the high school, and also as a handbook for the individual use of each high-school pupil. By applying the rules given in it, by recording his own errors on its pages, and by checking up his own working vocabulary day by day, the student may become the conscious master of the intricacies and vagaries of English spelling, whether of words in the average working vocabulary of everyday life or in any special vocabulary of trade or profession.

One of the most troublesome factors in the spelling problem is the repetition of common errors. What so appals us when we contemplate the bad spelling in our schools is not so much the number of words misspelled, as the number of times certain familiar words are repeatedly misspelled. Such words as *led*, *lose*, *their*, *there*, *coming*, *truly*, *across*, *disappear*, *disappoint*, *separate*, *preparation* are misspelled so frequently that the teacher is surprised if one or more of them is not repeatedly misspelled in

the average theme. A method of study which concentrates the pupil's attention on these common errors will, we believe, more than half solve the spelling problem.

But it is not enough to advise a pupil to buy a spelling book, and to study individually to improve his spelling. It is clear to practical and experienced superintendents that to make work in spelling effective, a class spelling book must be adopted, regular periods set apart for recitations in spelling, and certain teachers chosen who are to be responsible for the spelling exercises.

The teachers of English are naturally more directly interested in the spelling problem than any other members of the high-school faculty, and usually are chosen to handle the spelling classes. But the English teachers alone should not be held responsible for the spelling ability of high-school pupils. Unless the superintendent or principal works for the united and cooperative effort of the entire faculty, the spelling problem in the high school will still remain to a great degree unsolved. The teacher of mathematics, the teacher of history, of languages, of sciences, of technical arts, all should be held responsible, both for the special vocabularies in their subjects and for the general vocabulary used by the pupils in all their work.

English spelling is so inconsistent and so illogical that it is extremely difficult to arrange the subject on any systematic or scientific basis. Any rules that may be formulated are so loaded down with exceptions that they practically fall of their own weight. But in spite of this serious difficulty every reasonable effort must be made to give high-school pupils a thorough training in spelling. Moreover, we must deal with the problem of our spelling as it is, and not on the theoretical basis of what it ought to be. We must treat it logically as far as we can, and make it an exercise of the thinking powers by requiring our students to apply such rules as can be formulated now, keeping always in mind the ideal of a gradual reform or simplification of our present system of notation.

L. W. PAYNE, JR.

Austin, Texas

April, 1916

LEARN TO SPELL

PART ONE

SEVEN MAJOR RULES FOR ENGLISH SPELLING

Rule I. In general, when two or more spellings are in use, choose the simpler or more accurately phonetic form.

Rule II. Monosyllables and words accented on the final syllable, ending in a single consonant preceded by a single vowel, double the final consonant before a suffix beginning with a vowel.

Rule III. Words ending in silent *e* usually drop the *e* before a suffix beginning with a vowel, but not usually before a suffix beginning with a consonant.

Rule IV. Words ending in *y* preceded by a consonant usually change the *y* to *i* before a suffix beginning with a consonant, and before all suffixes beginning with vowels except those in *i*; but words ending in *y* preceded by a vowel do not usually change the *y* to *i*.

Rule V. Words spelled with the diphthongs *ei* and *ie* must be carefully distinguished, the rule being that *ei* follows *c*, and *ie* follows *l* and most of the other consonants.

Rule VI. Words ending in *-ede* and *-eed*, from the Latin *cedere*, must be carefully distinguished, the words *exceed*, *proceed*, *succeed* being spelled *-eed*, and all others *-ede*.

Rule VII. Words that are derived from the Latin and the French frequently retain the forms shown in the original language.

THE RULES APPLIED AND EXEMPLIFIED

Rule 1. In general, when two or more spellings are in use, choose the simpler or more accurately phonetic form.

1. In words ending in *-er* or *-re*, like *fiber, fibre; meter, metre; theater, theatre*, etc., prefer the forms in *-er*.

2. In words ending in *-or* or *-our*, like *honor, honour; neighbor, neighbour; parlor, parlour; Savior, Saviour; valor, valour*, etc., prefer the forms in *-or*.

Also in other words spelled *-o-* or *-ou-*, as *mold, mould; molt, moult; smolder, smoulder*, etc., prefer the forms in *-o-*.

3. In words ending in silent *e* where the final *e* does not assist in determining the quantity or quality of the vowel sound in the preceding syllable, as *adz, adze; ax, axe; composit, composite; develop, developpe; envelop, envelope; preterit, preterite; wo, woe*, etc., prefer the forms without the *e*.

4. Similarly in words ending in *-id* or *-ide, -in* or *-ine*, as *antitoxin, antitoxine; bromid, bromide; glycerin, glycerine; oxid, oxide*, etc., prefer the shorter forms.

5. In words ending in *-g* or *-gue, -m* or *-mme, -t* or *-tte*, as *catalog, catalogue; decalog, decalogue; pedagog, pedagogue; gram, gramme; program, programme; cigaret, cigarette; coquet, coquette; etiquet, etiquette; quartet, quartette; sextet, sextette*, etc., prefer the shorter and simpler forms.

6. In words ending in *-ze* or *-se* which are pronounced with the sonant or *z*-sound of *s*, as *apprize, apprise; catechize, catechise; civilization, civilisation; criticize, criticise; glose, gloze; raze, rase*, etc., prefer the forms in *ze*.

7. In words spelled with *s* or *c* which have the surd or sibilant sound of *s* (as in *hiss*), like *defense, defence; license, licence; practise, practice; pretense, pretence; offense, offence*, etc., prefer the forms in *s*.

8. In words spelled with the simple vowel *e* or the digraphs *æ* and *œ* (now usually printed *ae, oe*), like *esthetic, aesthetic; encyclopedia, encyclopaedia; maneuver, manoeuvre; medieval, mediaeval*, etc., prefer the forms in *e*.

9. In words beginning with *in-* or *en-*, as *inclose, enclose; indorse, endorse; intrench, entrench*, prefer the forms in *in-*.

10. In words spelled with *f* or *ph* (usually from the Greek), like *fantasy*, *phantasy*; *sulfur*, *sulphur*, etc., prefer the forms in *f*.

NOTE.—The advocates of simplified spelling write *f* for *ph* in many additional words of this class, as *alfabet*, *diftheria*, *difthong*, *telefone*, *telegraf*, etc.

11. In words spelled *-aft* or *-aught*, like *draft*, *draught*, prefer the forms in *-aft*.

12. In words spelled *-ow* or *-ough*, like *plow*, *plough*, prefer the forms in *-ow*.

13. Of preterits in *-t* or *-ed*, like *blest*, *blessed*; *drest*, *dressed*; *stopt*, *stopped*, etc., the forms in *-t* are in use, especially among the poets, and may be preferred to the forms in *-ed*, though the latter are in more general use.

14. In words ending in a double consonant or a silent *e* followed by a suffix beginning with a consonant and spelled in two ways, like *acknowledgment*, *acknowledgement*; *dulness*, *dullness*; *fulfilment*, *fulfillment*; *fulness*, *fullness*; *judgment*, *judgement*; *skilful*, *skillful*; *thraldom*, *thralldom*; *woful*, *woeful*, etc., prefer the shorter forms.

15. In many words which have two spellings, like *bans*, *banns*; *bur*, *burr*; *distil*, *distill*; *fulfil*, *fulfill*; *instil*, *instill*; *pur*, *purr*; *whisky*, *whiskey*, etc., prefer the shorter and simpler forms.

NOTE.—Many writers now prefer the forms *tho*, *thoro*, *thoroly*, *thru*, to *though*, *thorough*, *thoroughly*, *through*. The Simplified Spelling Board has long recognized these forms, but they have not as yet been accepted by the general public. The Simplified Spelling Board also recommends the dropping of silent letters in such words as

hearken, *harken*; *heart*, *hart*; *head*, *hed*; *spread*, *spred*; *meant*, *ment*, etc.; *doubt*, *dout*; *debt*, *det*; *debtor*, *detter*; *indebted*, *indetted*, etc.; *crumb*, *crum*; *dumb*, *dum*; *lamb*, *lam*; *limb*, *lim*, etc.; *autumn*, *autum*; *column*, *colum*; *solemn*, *solem*, etc.; *aisle*, *aile*; *island*, *iland*; *isle*, *ile*, etc.; *aimed*, *aimd*; *burned*, *burnd*; *hanged*, *hangd*, etc.; *active*, *activ*; *adjective*, *adjectiv*; *native*, *nativ*, etc.; *examine*, *examin*; *imagine*, *imagin*, etc.; *agile*, *agil*; *fragile*, *fragil*; *sterile*, *steril*, etc.; *have*, *hav*; *give*, *giv*; *live*, *liv*; *are*, *ar*; *gone*, *gon*; *shall*, *shal*; *will*, *wil*, etc.

In words ending in *-ice*, pronounced *-is*, the Board recommends the changing of *ce* to *s*, as in

artifice, artificis; edifice, edifis; justice, justis; practice, practis, etc.

But the majority of these changes are as yet accepted only by professed spelling reformers. Those who desire to adopt all the reforms recommended by the Simplified Spelling Board should apply to the Secretary of the Board at 1 Madison Avenue, New York City, for a copy of the full list of suggested changes.

Rule II. Monosyllables and words accented on the final syllable, ending in a single consonant preceded by a single vowel, double the final consonant before a suffix beginning with a vowel.

Thus *red* is a monosyllable and ends with the single consonant *d* preceded by the single vowel *e*; hence before the suffixes *-er*, *-est*, *-ish* the final consonant is doubled, as in *redder, reddest, reddish*.

In *read*, however, the *d* is preceded by the diphthong *ea*; hence before the suffixes *-er*, *-ing* the final consonant is not doubled, as in *reader, reading*; and in words like *fast, talk, tall*, the two consonants would be retained but not doubled, as in *fasting, talked, taller*.

In *begin* the accent is on the final syllable, and the final syllable ends in a single consonant preceded by a single vowel; hence before the suffixes *-er* and *-ing* the *n* is doubled, as in *beginner, beginning*, two very commonly misspelled words.

In *benefit* the accent does not fall on the final syllable, but on the first syllable; hence we spell *benefited, benefiting*, two words which are also very frequently misspelled. In *fitted, fitting*, the *t* is doubled because the monosyllable *fit* meets all the conditions of the rule.

In *deter, occur, prefer, refer*, etc., all the conditions of the rule are met, and we spell *deterred, occurred, preferring, referring*, etc. But in *preference, reference, preferable, referable*, the accent shifts to the first syllable, and hence the final consonant is not doubled. In *deterrent, occurrence*, however, the original accent is retained and hence the *r* is doubled.

In *differ, offer, proffer*, etc., words having the same root syllable as those in the preceding paragraph, the accent falls on the first

syllable; hence we spell *different*, *difference*, *offered*, *offering*, *proffering*, etc., the final *r* being not doubled.

In *interfere* the accent falls on the final syllable, but the word does not end in a consonant; so we have *interfered*, *interfering*, *interference*.

In *chagrin*, from the French, all the conditions of the rule are met, but the final consonant is not doubled in *chagrined*, *chagrining*. Compare with this the English form, *shagreen*, which shows a double vowel preceding the final consonant. Compare also the English form *grin*, an entirely different root, which conforms to the rule in *grinned*, *grinning*.

Similarly the words *excellence*, *excellent*, etc., from *excel*, are exceptions to the rule, but the violation of the rule in this series of words is due largely to the influence of the French and Latin forms, which uniformly show two *l*'s.

Several exceptions to the rule occur in words made up of two distinct or partially repeated elements, as in *flimflammed*, *humbugged*, *wigwagging*, *zigzagged*, etc.

In *combatant*, *combated*, *diagramed*, *kidnaped*, *kidnaper*, etc., the primary accent properly falls on the first syllable, and hence the final consonants should not be doubled. *Kidnaped* is also spelled *kidnapped*, especially in England. Cf. Stevenson's *Kidnapped*.

The word *gas* has only one *s* in the singular, though by analogy with many other words, like *glass*, *mass*, *pass*, etc., it is frequently misspelled with two. The plural *gases* is also an exception to Rule II in that the *s* is not doubled before the suffix *-es*. Compare also *gaseous*, *gasify*; but *gassy*, *gassing*, etc., conform to the rule.

In applying the rule, observe that *x* is in reality a double consonant, being equivalent to *ks*; hence words ending in *x* never double the final consonant, as in *boxes*, *boxing*, etc.

Observe also that *u* following *q* is not a vowel but a consonant, *qu* being equivalent to *kw*; hence in such words as *quiz*, *quit*, the rule applies, and we have *quizzes*, *quizzed*, *quitter*, *quitting*, etc. But in *queer*, *quiet*, etc., two vowels immediately precede the final consonant in the first, and the accent does not fall on the final syllable in the other, and we have *queerest*, *quieting*, etc.

Observe also that *w* (originally double *v* or *vv*) is sometimes a vowel and sometimes a consonant. Final *w* is uniformly a

vowel, and hence would never be doubled in such words as *allowed*, *allowing*, *lowing*, *thawing*.

In derivatives from words ending in *l* and *p*, two spellings are frequently found, as *jeweler*, *jeweller*; *kidnaped*, *kidnapped*; *traveler*, *traveller*; *traveling*, *travelling*; *woolen*, *woollen*; *worshiped*, *worshipped*, etc. In such cases it is better to follow the rule and use the simpler forms consistently.

Rule III. *Words ending in a silent "e" usually drop the "e" before a suffix beginning with a vowel, but not usually before a suffix beginning with a consonant.*

Examples showing the omission of the final *e*: *come*, *coming*; *ensue*, *ensuing*; *love*, *loving*, *lovable*; *move*, *moving*, *movable*; *pursue*, *pursuing*; *quibble*, *quibbling*, *quibbler*; *rise*, *rising*; *state*, *stating*; *unmistakably*, etc.

Examples showing the retention of the final *e*: *careless*; *dovelike*; *lonely*; *lovely*, *loveless*; *movement*; *pureness*; *stately*, *statement*, etc.
EXCEPTIONS:

1. In words from the French ending in soft *-ce* (the sibilant sound of *s*) and soft *-ge* (the sound of *dj*), the final *e* is retained before suffixes beginning with *a*, *o*, *u*, but not before suffixes beginning with *e*, *i*, *y*; as in *changeable*, *manageable*, *noticeable*, *serviceable*, *advantageous*, *courageous*, *outrageous*, etc.; but *changing*, *managing*, *manager*, *noticing*, etc.

NOTE.—The reason for this is that *c* and *g* before the vowels *a*, *o*, *u* usually have the hard sounds of *k* and *g* respectively, as in the words *cat* and *go*, and hence the final *e* is retained to preserve the soft sounds; in suffixes beginning with *e*, *i*, *y*, the soft sounds of *c* and *g* are naturally retained, and hence the final *e* may be dropped.

In words like *singeing* from *singe*, *swingeing* from *swinge*, *tingeing* from *tinge*, *twingeing* from *twinge*, etc., the *e* is retained in order to distinguish these words from *singing* from *sing*, *swinging* from *swing*, etc.

Similarly in words ending in *oe*, like *hoeing*, *shoeing*, *toeing*, the *e* is retained in order to preserve the identity of the words and also in order to indicate the quality of the preceding vowel sounds.

2. The following words drop the silent *e* before a suffix beginning with a consonant: *duly*, *truly*, *wholly*, *argument*, *awful*, *nursling*, *wisdom*, *abridgment*, *acknowledgment*, *judgment*, *lodgment*.

The last four may also be spelled with the *e*, though the simpler forms are preferable.

Rule IV. Words ending in "y" preceded by a consonant usually change the "y" to "i" before a suffix beginning with a consonant, and before all suffixes beginning with vowels except those in "i"; but words ending in "y" preceded by a vowel do not usually change the "y" to "i."

Plurals of common nouns: *fancy*, *fancies*; *lily*, *lilies*, etc.

But plurals of proper nouns generally retain the *y* unchanged, as "the three *Marys*"; "the two *Henrys*."

Third person singular of the present and the past tense of verbs: *cry*, *cries*, *cried*; *reply*, *replies*, *replied*; *try*, *tries*, *tried*, etc.

Comparative and superlative forms of adjectives and adverbs: *busy*, *busier*, *busiest*; *early*, *earlier*, *earliest*, etc.

Derivatives in *-age*, *-al*, *-ful*, *-hood*, *-less*, *-ly*, *-ment*, *-ness*, etc.: *carriage*, *marriage*; *burial*, *trial*; *beautiful*, *pitiful*; *hardihood*, *likelihood*; *fanciless*, *pitiless*; *merrily*, *sleepily*; *accompaniment*, *merriment*; *business*, *stinginess*, etc.

Derivatives in *-ing* retain the *y* to prevent two *i*'s coming together, as in *burying*, *marrying*, *trying*, etc.

Words ending in *y* preceded by a vowel do not usually change the *y* to *i*, as in *chimneys*, *delays*, *delayed*, *decoys*, *employs*, *monkeys*, *monkeying*, *says*, etc.

But *laid*, *paid*, *said*, are exceptions. *Stay* shows both forms, *stayed* and *staid*.

In words like *colloquy*, *soliloquy*, the *u* is not really a vowel, but a consonant, the *qu* being equivalent to *kw*. Hence the plurals are *colloquies*, *soliloquies*.

In compound words made up of two substantives, the *y* is usually retained before the second component, as in *babyhood*, *clergyman*, *copyright*, etc.

Before the ending *-ous* many words change the *y* to *e*, as in *beauteous*, *duteous*, *piteous*, etc.

Rule V. Words spelled with the diphthongs "ei" and "ie" must be carefully distinguished, the rule being that "ei" follows "c," and "ie" follows "l" and most of the other consonants.

The most common source of error in these words is the confusion of those spelled *-ceive* and *-lieve* and their derivatives. The key word *lice* has been used from time immemorial to indicate that *i* follows *l* and *e* follows *c* in words of this kind. *Glacier* is sometimes noted as an exception, but in reality the *i* and *e* are separate vowel sounds and not a true diphthong in this and similarly formed words, such as *fancier*, *financier*, *species*, etc. The only familiar exception where *e* precedes the *i* after *l* is in *leisure*.

Another well-known mnemonic device to cover a large number of *ei* and *ie* words is the following rime:

"I before e
Except after c,
Or when sounded as a,
As in *neighbor* and *weigh*."

Some words which fall under this rule are *besiege*, *bier*, *chief*, *field*, *fiend*, *fierce*, *friend*, *grief*, *pier*, *pierce*, *siege*, *sieve*, *thief*, *tier*, *wield*, *yield*.

But there are many exceptions to this rimed rule, the most familiar of which are *either*, *neither*; *foreign*, *sovereign*; *height*, *sleight*; *heir*, *leisure*, *seize*, *sheik*, *weird*.

Rule VI. Words in "-ede" and "-eed," from the Latin "cedere," must be carefully distinguished, the words "exceed," "proceed," "succeed" being spelled "-eed," and all others "-ede."

A good mnemonic device for grouping the three words spelled *-eed* is the following rimed motto:

"If you wish to *succeed* in learning to spell,
Proceed to *exceed* even those who do well."

The verbal derivatives of these three words are spelled *-eed* also; but strangely enough the derivative noun *procedure* has only one *e*. In the nouns *excess*, *process*, *success*, and their derivatives, the

vowel is short, and hence the double vowel of the original is not retained.

Some familiar words in *-ede* are *accede*, *antecede*, *cede*, *concede*, *intercede*, *precede*, *recede*, *retrocede*, *secede*.

Note particularly that *supersede* is from a different root (Latin *super*, above, and *sedere*, to sit), and hence is spelled with an *s* instead of a *c*.

Rule VII. Words that are derived from the Latin and the French frequently retain the forms shown in the original language.

1. Derivatives in *-able* and *-ible*, *-ant* and *-ent*, *-ance* and *-ence*, from the Latin, usually show the *-a-* forms in words derived from verbs of the first or *-are* conjugation, and the *-i-* and *-e-* forms from verbs of the other three conjugations.

Thus *abundance*, *abundant*, are derived directly from the Latin *abundantia*, *abundans* (*-ntis*), from *abundare*, to overflow; *laudable*, from the Latin *laudabilis*, from *laudare*, to praise, etc.

Credible is derived from Latin *credibilis*, from *credere*, to believe; *coherence*, *coherent*, *cohesible*, from Latin *cohaerere*, to stick, etc.; *dependence*, *dependent* from Latin *dependentia*, *dependens* (*-ntis*), from *dependere*, to hang from.

Numerous exceptions to this rule occur, many of them due to the intermediate forms in the French, and many others to the fact that the derivatives are made directly from the English words and not from the original Latin. Most of the derivatives formed directly from English words show the *-a-* forms.

The forms *confidant* (noun masculine) and *confidante* (noun feminine) are taken directly from the French; but the English forms *confident*, *confidence*, conform to the rule, being regularly derived from the Latin *confidens*, *confidentia*, from *confidere*, to confide.

2. Latin prefixes demand careful attention.

Avoid confusion of prefixes which sound alike, as for instance:
ac- (for *ad*, to) *ante-* (before) *dis-* (apart) *per-* (through)
ex- (from, away) *anti-* (against) *de-* (from, about) *pre-* (before)

The following are examples illustrating this warning:

<i>accept</i>	<i>antedate</i>	<i>discover</i> , <i>divide</i>	<i>perform</i> , <i>perhaps</i>
<i>except</i>	<i>antidote</i>	<i>describe</i> , <i>devise</i>	<i>preserve</i> , <i>pretend</i>

Words having prefixes (Latin or English) ending in the same consonant as that with which the stem or primitive begins, usually show double consonants; and frequently the final consonants of Latin prefixes change under the influence of the initial consonant of the stem so as to show a double consonant; as in

<i>accede</i>	(Latin <i>ad</i> + <i>cedere</i>)
<i>accommodate</i>	(Latin <i>ad</i> + <i>commodare</i>)
<i>adduce</i>	(Latin <i>ad</i> + <i>ducere</i>)
<i>collect</i>	(Latin <i>con</i> (<i>cum</i>) + <i>legere</i>)
<i>connect</i>	(Latin <i>con</i> (<i>cum</i>) + <i>nectere</i>)
<i>dilapidate</i>	(Latin <i>di</i> (<i>s</i>) + <i>lapidare</i> : note that <i>dis</i> sometimes becomes <i>di</i> before stems beginning with <i>b, d, g, j, l, m, n, r, v</i>)
<i>dissatisfy</i>	(Latin <i>dis</i> + <i>satis</i> + <i>facere</i>)
<i>dissect</i>	(Latin <i>dis</i> + <i>secare</i>)
<i>exaggerate</i>	(Latin <i>ex</i> + <i>ad</i> + <i>gerere</i>)
<i>illegal</i>	(Latin <i>in</i> + <i>legalis</i>)
<i>innate</i>	(Latin <i>in</i> + <i>natus</i>)
<i>interrogate</i>	(Latin <i>inter</i> + <i>rogare</i>)
<i>interrupt</i>	(Latin <i>inter</i> + <i>rumpere</i>)
<i>missent</i>	(English <i>mis</i> + <i>sent</i>)
<i>misspell</i>	(English <i>mis</i> + <i>spell</i>)
<i>override</i>	(English <i>over</i> + <i>ride</i>)
<i>succeed</i>	(Latin <i>sub</i> + <i>cedere</i>)
<i>underrate</i>	(English <i>under</i> + <i>rate</i>)

Similarly, words having suffixes (English or Latin) beginning with the same consonant as that with which the stem or primitive ends, usually show a doubled consonant; as in

<i>drunkenness</i>	<i>comically</i>	<i>formally</i>	<i>soulless</i>
<i>thinness</i>	<i>finally</i>	<i>really</i>	<i>tailless</i>

Note that it is rarely advisable to run three identical consonants together. Compare *dull, dully; full, fully*.

On the other hand, Latin stems beginning with a vowel never show a double consonant when a prefix is attached; as

<i>disappear</i>	<i>inundate</i>
<i>disappoint</i>	<i>misapplied</i>
<i>inoculate</i>	<i>misinformed</i>

Note also that Latin prefixes ending in a vowel never show a double consonant immediately following. Occasionally a double vowel will occur in such words as *coordinate*, *reenter*, *coeducational*. These and similar words are sometimes hyphenated or written with a diæresis over the second vowel, as *co-ordinate*, *reënter*; but the simpler form is preferable in most cases.

3. Words like *annually* (Latin *annus*), *belligerent* (Latin *bellum* + *gerens*), *definite* (Latin *de* + *finis*), *dissipate* (Latin *dissipare*), *preparation*, *separate* (Latin *parare*), etc., would rarely be misspelled if the student could recall the original Latin forms.

4. Many words from the French retain the original spelling and pronunciation. The following is a partial list:

<i>attaché</i>	<i>élite</i>	<i>naïve</i>
<i>beau</i> , pl. <i>beaux</i>	<i>encore</i>	<i>née</i>
<i>café</i>	<i>entrée</i>	<i>papier-mâché</i>
<i>clientèle</i>	<i>exposé</i>	<i>questionnaire</i>
<i>confrère</i>	<i>facade</i>	<i>régime</i>
<i>crèche</i>	<i>fête</i>	<i>résumé</i>
<i>débris</i>	<i>habitué</i>	<i>rôle</i>
<i>début</i>	<i>jardinière</i>	<i>soirée</i>
<i>décolleté</i>	<i>littérateur</i>	<i>tête-à-tête</i>
<i>dénouement</i>	<i>matinée</i>	<i>vers de société</i>

SEVEN MINOR RULES FOR ENGLISH SPELLING

1. In words ending in *c*, insert a *k* before suffixes beginning in *e*, *i*, or *y*, in order to preserve the hard or *k* sound of *c*; as in *bivouac*, *bivouacked*; *colic*, *colicky*; *panic*, *panicky*; *picnic*, *picnickers*, *picnicking*; *traffic*, *trafficked*; but in words where the *c* in the derivatives becomes soft, the *k* is not inserted, as in *music*, *musician*; *physic*, *physician*, *physicist*; *public*, *publicist*, *publicity*.

2. Verbs ending in *ie* usually drop the *e* and change the *i* to *y* before a suffix beginning with *i*, as in *die*, *dying*; *lie*, *lying*; *tie*, *tying*, etc.

3. Words in *-ea-* and *-ee-* should be carefully distinguished. Note the following:

<i>bleach</i>	<i>beach</i>	<i>beech</i>	<i>beseech</i>
<i>peach</i>	<i>leak</i>	<i>leek</i>	<i>bleed</i>
<i>preach</i>	<i>read</i>	<i>reed</i>	<i>breed</i>
<i>squeal</i>	<i>speak</i>	<i>speech</i>	<i>seek</i>
<i>weal</i>	<i>steal</i>	<i>steel</i>	<i>sleeve</i>

4. Conventional signs, like the hyphen (-); the apostrophe ('); the acute (´), grave (`), and circumflex (^) accents; the tilde (~); the cedilla(_), the diæresis(^), etc., should be carefully preserved in spelling.

The most common errors of this type occur in the use or misuse of the apostrophe and the hyphen. Reference to some good dictionary or work on language should be made by those who are not familiar with the rules for the use of these signs.

5. All words ending in *o* preceded by a vowel, and all musical terms and most other words ending in *o* preceded by a consonant, form their plurals by adding *s*; but the following familiar words add *es*: *buffaloes*, *calicoes*, *cargoes*, *desperadoes*, *dominoes*, *echoes*, *heroes*, *manifestoes*, *mosquitoes*, *mottoes*, *mulattoes*, *negroes*, *noes*, *potatoes*, *tomatoes*, *torpedoes*, *volcanoes*.

Some words ending in *o* show two plurals, as *peccadilloes*, *peccadillos*. In such cases the better rule is to adopt the form in *-os*.¹

6. Some words ending in *f* or *fe* form their plurals and some of their derivatives by changing the *f* to *v*. The most familiar of

¹ Some dictionaries record two plurals for *buffalo*, *calico*, *cargo*, *desperado*, *domino*, *volcano*; but the forms in *-oes* are in more general use. The plural *dominos* is used for masked costume; the game is always spelled *dominoes*.

these are *beef, beeves; calf, calves; elf, elves; half, halves; knife, knives; leaf, leaves; life, lives; loaf, loaves; self, selves; sheaf, sheaves; staff, staves (or staffs); thief, thieves; wife, wives; wharf, wharves (or wharfs); wolf, wolves.*

Compare also *twelve* and *twelfth*, *five* and *fifth*, etc.

7. Note carefully all obscure vowels. Perhaps the most insidious of all spelling errors is the substitution of obscure *i* and *e* for obscure *a*, and *vice versa*. Examples are *classicism* (not *classa-cism*), *separate* (not *seperate*), *furniture* (not *furnature*), *accusative* (not *accusitive*), *extravagant* (not *extravigant*), *sacrifice* (not *sacra-fice*), etc.

Especial care should be taken to discriminate in pronouncing the *-ar*, *-er*, *-or*, *-ir* (*-yr*), *-ur*, and *-eur* endings; as in *grammar*, *cylinder*, *conqueror*, *elixir*, *martyr*, *murmur*, *grandeur*.

SOME HINTS FOR LEARNERS

1. Look long and closely at the word you wish to learn; then pronounce it correctly and distinctly, giving full and clear enunciation to every syllable.

2. Repeat the letters while looking directly at the printed or written form.

3. Repeat the letters with your eyes closed or turned away from the printed or written form.

4. Write the word five times and compare your copy carefully with the printed form.

5. Write one or two sentences, using the word in several different positions if possible and using as many of its inflected forms as you can.

6. Apply whatever rule you may know that is applicable to the spelling of this particular word.

7. Keep a list of words that you misspell, revising and reviewing this list frequently.

8. Consult a good dictionary and study the etymology of any particular word if this will help you in any way to remember its form.

9. In a series of words on one stem, use the stem, or determine upon a key word, and spell the derivatives accordingly; as in

repetition (frequently misspelled *repitition*) the stem *repeat* or the form *petition* will give the key; in *preparation* (frequently misspelled *preperation*) the key word is *prepare*.

10. Do not trust to analogous or homonymous forms, unless you have carefully verified the words considered.

11. In the present state of our spelling it is not always safe to depend upon pronunciation, though the student should strive to pronounce every word fully and correctly. There are more anomalous spellings in English than in any other modern language; hence great care should be taken to memorize the forms showing silent letters or variations in vowel sounds and consonantal combinations.

12. In all oral or written spelling exercises, capitals, accents, and essential symbols, especially in words from a foreign language, should be clearly indicated.

13. Be especially careful to insert apostrophes in their correct positions. Much care and study will be required to attain accuracy and logical conformity in the use of this symbol. Form the possessives of proper names ending in *s* or another sibilant, if monosyllabic, by adding an apostrophe and *s*; if polysyllabic, an apostrophe only. If the name ends in a silent sibilant, add an apostrophe and *s*: *James's*; *Demosthenes'*; *Illinois's*, *Charlevoix's*.

14. Distinguish carefully between consolidated words, hyphenated words, and words written separately. For example, *inasmuch*, *notwithstanding*, *outdoor*, *sometimes*, *something*, etc., are written without a break; *son-in-law*, *out-of-doors* (adjective), *never-to-be-forgotten* (adjective), *good-looking*, etc., are hyphenated; *all right*, *high school* (unless adjectival), *bass viol* are written as separate words; *subject-matter* is usually and preferably hyphenated, though some authorities still write it as two separate words. No one can be dogmatic in forms of this kind, however, for nothing in our language is in a more chaotic and unsettled state than the use or omission of hyphens.

15. Be particularly careful to capitalize adjectives formed from proper nouns, such as *Christian*, *Indian*, *Mexican*, *Latin*, *American*.

16. Whenever you are in doubt about a word, consult the dictionary at once. Do not write the word and plan to revise

it later. One is almost sure to overlook or forget. "Do it now" is the only safe motto in regard to consulting a dictionary.

17. Be sure to spell correctly every word which you consciously add to your working vocabulary. Occasionally it is well to make a conscious effort in your composition work to use new or hard words, or words which you have previously misused or misspelled.

18. Be careful to note the differences between English and American usage, and in general prefer the American where there seem to be both reason and authority for these forms.

19. The study of Latin is a valuable aid in acquiring an accurate command of English spelling. One who has a knowledge of Latin, the source of about one half of our English words, is rarely at a loss as to the spelling of Latin derivatives. One might almost say that the quickest and surest way to acquire confidence and accuracy in English spelling is to learn Latin.

20. Some persons have allowed themselves to be convinced that they can never learn to spell, either because they have no special aptitude for spelling or because they believe they have an inherited weakness which cannot be overcome. This idea should be combated, for any person with average intelligence can learn to spell reasonably well if he determines definitely and positively to do so, and then conscientiously and persistently directs all his powers to the accomplishment of this task.

A LIST OF WORDS FREQUENTLY MISSPELLED

abbreviation. Note the double *b*; pronounce each syllable carefully.

accidentally. Two *c*'s and two *l*'s; do not insert an *i* after the *t*.

accommodate. Be careful not to omit either of the *c*'s or the *m*'s.

account. Note the two *c*'s.

acquaintance. Note the *-ance* ending; do not omit the *c* in *ac-*.

across. Do not double the *c* by analogy with *account*, etc.

affect. Not to be confused with *effect*. *Affect* is used only as a verb; *effect* is both noun and verb.

all right. Two separate words; sometimes wrongly written as one word, but more frequently misspelled *alright* by analogy with *alitho*, *altogether*, *always*, etc.

allusion. Sometimes wrongly spelled with one *l*, but more frequently confused with *illusion*.

analogous. Keep in mind *analogy* and do not put an *a* in place of the first *o*.

analyze. Note the *y*. In England *analyse* is widely used. Compare *analysis*, *analytical*.

annually. Note the double *n* from Latin *annus*; for the double *l*, compare *finally*.

apparatus. Note the two *p*'s and no *e*; not to be used as a plural.

appearance. Note the two *p*'s and the *-ance* ending; see Rule VII.

arrive. Note the double *r*, and compare *arise*, *around*, etc.

assassinate. Double the *s* at both points, and note the *i*. Compare *assassin*, *assassination*.

athletics. Do not mispronounce or misspell by inserting a vowel (*a* or *e*) before the *l*; compare also *athlete*.

balance. Note the single *l*; compare *ballast*, *balloon*, etc., which have two *l*'s.

beautiful. Note the single *l*. Adjectives similarly formed never double the final *l* as in the word *full*. Compare *disdainful*, *hateful*, *useful*, etc. Similarly formed nouns also usually show the single consonant, as in *cupful*, *spoonful*.

NOTE.—A variety of oral and written exercises can be easily devised from this list. (See exercises 29 and 30.) The teacher cannot recur too frequently to it. If these words are thoroly mastered by every student, the percentage of misspelled words in the classwork of the entire school will be materially reduced.

- beginning.** Apply Rule II for doubling the final consonant.
- believe.** Apply Rule V for words in *ei* and *ie*. Compare *belief*.
- benefited, benefiting.** From Latin *bene*, well; hence do not spell *beni-*. Also do not double the final *t*, because the accent falls on the first syllable. See Rule II, and compare *fitted*, *fitting*.
- born.** Do not confuse with *borne*. There is no such form as *borned*.
- Burns's.** The name is *Burns*; hence the possessive case would be *Burns's* or *Burns'*, but never *Burn's*. See Hint 13.
- busy, business.** Be careful not to place an *i* before the *s* or omit the *i* after the *s* in the derivative forms. Apply Rule IV.
- chapel.** Do not confuse with words in *-le*.
- climactic.** Adjective formed from *climax*. Compare *climatic* from *climate*.
- college.** Do not insert a *d*. Compare *knowledge*.
- coming.** Do not retain the final silent *e* before *-ing*. See Rule III. Also do not double the *m*.
- comparative.** Do not spell with an *i* by analogy with *comparison*.
- comparison.** Note the *i*.
- conscientious.** Pronounce every syllable carefully. Compare *conscience*, and note the change of the final *c* to *t* in *-tious*.
- Coverley, Sir Roger de.** Do not spell *Roger* with a *d*, and do not omit the *e* before the *y* in *Coverley*.
- current.** Note the double *r* from Latin *currere*, to run. Compare *currant*, the berry.
- definite.** Do not confuse with words in *-ate*. Compare *finite*.
- De Quincey.** Two separate words, both capitalized; note the *e* before the *y*.
- description.** Do not confuse with words in *dis-*. Compare *describe*.
- despair.** From Latin *de*, from, + *spes*, hope. Not to be confused with words in *dis-*.
- Dickens'.** The correct form is *Dickens'* and not *Dicken's* or *Dickens's*. See Hint 13.
- difference.** Note the double *f* and the *-ence* ending. Do not omit the first *e*. Compare *differ*, *different*.
- disappear.** Note the single *s* and double *p*. Study the prefixes carefully, and see Rule VII.

- disappoint.** Do not double the *s* or omit one of the *p*'s.
- dissipate.** From Latin *dissipare*; hence do not spell with one *s* or with an *a* before the *p*.
- divine.** Do not confuse with words in *de-*. See Rule VII.
- does n't.** Note the position of the *e*, and do not omit the apostrophe. Compare *don't*, *is n't*, *won't*, etc.
- ecstasy.** The older spelling *extasy* is now practically out of use. Note carefully the *-sy*, not *-cy*, ending.
- eligible.** Do not double the *l*. Distinguish between *-ible* and *-able* endings. See Rule VII.
- Eliot, George.** One *l* and one *t*, the simplest possible spelling.
- embarrass.** Two *r*'s and two *s*'s.
- emigration.** Distinguish from *immigration*.
- eminent.** Not to be confused with *imminent*.
- Encyclopaedia Britannica.** One *t* and two *n*'s. Do not double the *t*. Compare *Britain*, *British*, *Britannia*, etc. The common noun is spelled preferably *encyclopedia*, but in reporting the title of a book the original spelling is to be followed.
- enemies.** Do not spell *eni-*. Apply Rule IV.
- etc.** An abbreviation for Latin *et cetera*, "and others"; hence the form *ect.* is absurd, and the combination *and etc.* is ridiculous.
- exaggeration.** Note the double *g* and single *r*. Study the prefixes carefully; see Rule VII.
- exceed.** See *proceed*.
- existence.** Apply Rule VII for *-ence* and *-ance* endings.
- extension.** Do not confuse with words in *-tion*.
- farthest.** Do not insert *-er* before *-est*. Compare also *further*, *furthest*.
- fiery.** Note the word *fire*; in *fiery* the *e* is shifted before the *r*.
- finally.** Two *l*'s in this and similar adverbs formed from adjectives in *-al*. Compare *formally*, *occasionally*, *personally*, etc.
- forceful.** Do not substitute an *i* for the *e*.
- forcible.** Do not substitute *ea* for *i*. Compare also *forcibly*.
- forth.** Do not confuse with *fourth*.
- government.** Do not omit the *r* or the *n*. Compare *govern*, and note also the *-or* ending in *governor*.
- grammar.** Note the double *m*, and do not confuse with words in *-er*. Compare *grammarian*, *grammatical*, *diagrammatical*, etc.

- grandeur.** Do not spell *-uer* by analogy with words in *-er*.
- height.** Note the position of the *h*'s. Do not add a final *h*.
- horrible.** Note the double *r* and the *-ible* ending. Compare *horrid*.
- humor.** Not to be spelled *-er*. Compare also *humorous*.
- hypocrisy.** Note carefully the ending *-isy*. Compare *hypocrit(e)*.
- image.** One *m*; do not confuse with words having the prefix *im-*, like *immortal*, etc. Similarly *imagination*, *imagine*, etc.
- infinite.** Not to be confused with words in *-ate*. Compare *finite*.
- interfering.** The *r* is not doubled before the suffix, but the final *e* is dropped. See Rules II and III. Compare also *interfered*, *interference*.
- its.** The pronoun never takes an apostrophe; *it's* means *it is*.
- laboratory.** Be careful to preserve every syllable. Compare *labor*.
- Latin.** Note the capital *L*.
- led.** One of the commonest of all errors in spelling and one of the worst, because the word is spelled exactly as it is pronounced. The past tense of the verb *lead* is *led*. The noun *lead*, a metal, is pronounced *led* also, and this naturally causes confusion. Also the verb *read* is spelled *r-e-a-d* in the past tense, but is pronounced *red*, and by analogy this also would tend to lead one astray in spelling *led*, the past tense of *lead*. Compare also *misled* from *mislead*.
- library.** Do not insert an *e* before the first *r*, as if pronounced in four syllables; and do not pronounce or spell the word *libery*.
- lightning.** Spell as two syllables, and do not confuse with the word *lightening* (pronounced in three syllables), meaning a becoming light, or a reducing of weight.
- lilies.** There are two *l*'s in *lily*, but not three. Apply Rule IV.
- lose.** This is perhaps the most frequently misspelled word in freshman English. It is almost always confused with *loose*, meaning to set free, untie, etc. If one will distinguish between the sonant or *z*-sound of *s* in *lose*, and the surd or hissing sound of *s* in *loose*, the spelling of the two words will become perfectly simple and easy. Compare also *losing* and *loosing*.
- Macaulay.** Note the three *a*'s and no *e*. Many absurd spellings of this name occur in high-school and college freshman themes, such as *McCauly*, *McAulay*, *Macauley*, *Maccauly*.

Macbeth. Such spellings as *McBeth*, *Mac Beth*, are abominable.
maintenance. Though this comes from *maintain*, be careful not to write it *maintainance*.

manual. Not to be confused with words in *-el*.

meant. The silent *a* is a snare to the unwary speller.

mischievous. Pronounce in three syllables, accenting the first; there is no *i* following the *v*.

misspell. Two *s*'s, because composed of *mis-* and *spell*. See Rule VII.

mountainous. Do not drop the *i* in the second syllable, or insert one in the third.

murmur. The two syllables are exactly alike. Do not confuse with words in *-er*, such as *summer*.

narrative. Note the two *r*'s, from Latin *narrare*, to tell. Compare *narration*.

necessary. One *c* and two *s*'s.

negroes. See the list of words having plurals in *-oes*, p. 18.

ninety. Do not omit the *e*. Compare *nine*, *nineteenth*; but *ninth*.

noticeable. Do not drop the *e* before the suffix beginning with *a*. See Rule III.

occasion. Two *c*'s, but only one *s*. Compare also *occasionally*.

occurred. Apply Rule II for doubling final consonants. Compare also *occurring*, *occurrence*.

o'clock. Note the apostrophe, and do not capitalize the first *o*.

off. Distinguish between the adverb *off* and the preposition *of*.

opportunity. From Latin *ob* and *portus*; hence it is wrong to spell the word with an *e* by analogy with words in *per-*.

optimistic. From Latin *optimus*, best; hence do not change the first *i* to *a* or *o*. Compare also *optimism*, *optimist*.

original. Do not insert an *o* before the *n*. Compare *origin*, *originality*.

perhaps. Do not confuse with words in *pre-*.

permissible. Apply Rule VII.

pessimistic. From Latin *pessimus*, worst; see *optimistic*.

Philip. Note the single *l*. *Philippines* also has only one *l*, but the *p* is doubled.

pilgrim. Do not confuse with words in *-gram*, like *program*, etc. Compare *pilgrimage*.

- pity.** Do not double the *t* by analogy with *pretty*, *putty*, *jetty*, etc.
- plane.** Not to be confused with *plain*. "We study *plane* geometry; our teacher makes it *plain* to us."
- poison.** Note the *-on*, not *-en*, ending. Compare also *poisonous*.
- possess.** Twice two *s*'s. Compare *possessions*.
- precede.** Compare *recede*, *secede*, *intercede*, etc. See Rule VI.
- preparation.** Note the *a*. Compare *prepare*, *separate*, etc.
- primitive.** Three *i*'s, but no *a*.
- principal.** The adjective form ends in *-al*. Sometimes the noun is omitted, and this adjective in *-al* becomes a noun, as "the *principal* teacher of the high school" becomes "the *principal* of the high school." Do not confuse this word with *principle*.
- principle.** A noun and never used as an adjective. See *principal*.
- privilege.** Two *i*'s and two *e*'s, but no *a* and no *d*.
- probably.** Pronounce in three syllables, and note the two *b*'s.
- proceed.** Compare *exceed* and *succeed*, and see Rule VI for a mnemonic device for grouping these words in *-eed*. *Procedure* has only one *e* in the second syllable.
- professor.** One *f* and two *s*'s, but never two *f*'s and one *s*. The abbreviation *proff* is therefore not only vulgar but absurd.
- pursue.** Not to be confused with words in *per-*. Compare also *pursuit*.
- quizzes.** Apply Rule II for doubling final consonants. Also *quizzed*, *quizzing*. The simple form is *quiz*.
- really.** See *finally*.
- receive.** Apply Rule V for *ei* and *ie* words.
- recommendation.** One *c* and two *m*'s. Study the prefixes closely.
- referred, referring.** Apply Rule II.
- repetition.** Do not substitute an *i* for the second *e*. Compare *repeat*, *petition*, etc.
- representative.** Be careful to spell out each syllable; note the *a* as in *representation*.
- rhythm.** Note particularly the first *h*. Compare *rhythmic*.
- ridiculous.** From Latin *ridiculus* from *ridere*, to laugh; do not confuse with words in *re-*. Compare *ridicule*.
- roll.** Not to be confused with *rôle*. Compare also *roll-call*.
- sacrifice.** Do not substitute an *a* for the first *i*, or an *s* for the second *c*. Compare *sacrament*.

schedule. Note the *h*.

seize. Note the *e* before the *i*. A difficult word because an exception to Rule V.

sensitive. Do not spell with an *a*. Compare *sensibility*.

separate, separation. From Latin *se-* and *parare*. Do not substitute an *e* for the first *a*. Compare *prepare*, *preparation*, etc.

shepherd. There is no *a* in this word. Compare *sheep* and *herd*, *herdsman*, etc.

similar. Do not insert an *i* before the *a* by analogy with *familiar*, *peculiar*, etc.

smooth. Do not add an *e* by analogy with *soothe*, *loathe*, etc.

sophomore. Three syllables and three *o*'s.

specimen. Do not add a *t* by analogy with words in *-ment*.

speech. Do not confuse with words in *-ea-*, such as *speak*, *preach*.

stature. Not to be confused with *statue* or *statute*. Compare *statuary* and *statutory*.

studying. Do not double the *d* or omit the *i* or the *y*.

summary. Note the double *m*, from Latin *summa*; do not confuse with words in *-ery*.

superintendent. Note every syllable carefully. Apply Rule VII for the *-ent* ending.

sure. Do not insert an *h*.

surprise. Do not confuse with words in *sup-*, such as *support*, *suppose*.

temperament. Be careful to spell out each syllable.

Thackeray. Note particularly the *ck* and the *ay*, and do not omit either the *c* or the *a*.

their, theirs. Do not put the *i* before the *e*, and do not confuse with *there* and *there's*.

together. Do not spell with an *a* by analogy with *gather*, nor with *ea* by analogy with *weather*. Also do not insert a hyphen.

too. Do not confuse the adverb *too* with the preposition *to* or the numeral *two*. "The *two* (numeral) men drove *to* (preposition) town *too* (adverb) fast."

tremendous. Three syllables; do not insert an *i* or *u* after the *d*, as if pronounced in four syllables. Compare *stupendous*.

truly. Do not retain the *e* before the ending *-ly* in this word. This is an exception to Rule III. Compare *duly*.

undoubtedly. Distinguish the syllables carefully. Avoid the spurious form *undoubtedly*.

unmistakable. Do not retain the silent *e* before the suffix *-able*.

See Rule III. Compare also *unmistakably*.

until. This word has only one *l*, while the contraction *till* has two.

using. Do not retain the *e* before *-ing*. Apply Rule III.

vigor. Do not spell *-er*. Compare *vigorous*, *rigor*, *rigorous*, etc.

village. Frequently misspelled with an *i* before the *a*, as if pronounced in three syllables.

villain. Frequently misspelled *-ian* by analogy with words like *guardian*; but note that *villain* is pronounced in two syllables, not three. Note also *villainy* or *villany*; *villainous* or *villanous*. The form *vilain* is now used only of a serf.

virtue. Do not insert an *r* before the *u* by analogy with words like *stature*, *vulture*, etc.

weird. Widely misspelled because an exception to Rule V.

write. Not to be confused with *rite*, *right*, *wright*. The past tense *wrote* should not be confused with *rote*.

writer, writing. Do not double the *t* by analogy with *written*. Note the difference in the vowel sounds. Before the suffixes *-er* and *-ing* the final *e* in *write* is dropped according to Rule III; but in *written* the *t* is doubled to indicate the short vowel as contrasted with the long vowel in *write*.

A PRACTISE LIST

FIFTY OF THE WORST OFFENDERS

accommodate	dissatisfied	manual	principle	similar
all right	exaggerate	noticeable	professor	speech
balance	finally	occasion	quizzes	sure
beginning	forcible	occurred	really	theirs
believe	grammar	off	received	too
benefited	hypocrisy	opportunity	repetition	truly
business	its	original	rhythm	until
definite	laboratory	plane	seized	village
difference	led	preparation	sensitive	villain
disappointed	lose	principal	separate	weird

PRACTISE EXERCISES ILLUSTRATING RULES FOR SPELLING

1. WRITTEN WORK

Study Rule I, p. 8. Write two spellings for the following words; underscore the form which you prefer, and indicate the reason for your choice:

acknowledgment	counselor	fulfil	oxid
adz	criticize	gelatin	paraffin
anapestic	decalog	glycerin	picaninny
antitoxin	defense	honor	plow
apprize	diarrhea	hypocrit	practise
ax	disk	hypotenuse	preterit
blest	distil	judgment	raveled
bromid	draft	license	riveted
calisthenics	dropt	liquorice	savior
cancelation	dulness	maneuver	theater
catalog	enrolment	marvelous	traveler
chaperon	envelop	medieval	traveling
cigaret	esthetic	meter	wagon
civilization	etiquet	millionaire	whisky
coquet	fantasy	neighbor	woolen
councilor	fantom	oneself	worshipped

2. WRITTEN WORK

Study Rule I, p. 8. Make a list of twenty additional words with two accepted spellings, underscoring the form to be preferred in each case.

3. ORAL WORK

Study Rule II, p. 10. Spell the past tense in *-ed*, and the present participle in *-ing* for the following words:

abhor	combat	detach	forfeit
abut	commit	diagram	grin
acquit	compel	differ	handicap
allow	conceal	dispel	impel
benefit	concur	enter	infer
boot	control	equip	intermit
brag	defer	excel	kidnap
cancel	desert	follow	limit

marvel	prefer	refit	rivet
offer	proffer	regret	simper
panel	profit	reject	submit
pencil	quiet	relax	transfer
perform	quit	remit	travel
permit	quiz	retract	worship

4. ORAL OR WRITTEN WORK

Study Rule II, p. 10, and consult the general list, pp. 106-141. Form nouns in *-er*, *-or*, or *-ar*, from the following stems, explaining the reason for the correct or preferred spelling in each case:

abhor	desert	profess	swim
abstain	eject	propel	transmit
beg	hum	retain	travel
begin	invent	rob	visit
bisect	job	shop	win
conquer	kidnap	shred	worship
control	perform	stop	wrap

5. WRITTEN WORK

Study Rule II, p. 10. Explain why the root words of the following derivatives do or do not double the final consonants, and underscore words which are in any way exceptions to Rule II:

acquittal	forgotten	rebellious
braggart	gaseous	rebuttal
chagrined	gases	regrettable
choppy	gassy	repellent
concurrence	goddess	riddance
concurrent	humbugged	robbery
conference	intermittent	shrubbery
deference	manned	soften
deterrent	marvelous	sunny
difference	metallic	sweeten
druggist	occurrence	tranquillity
excellence	planned	transferable
excellent	preference	unforgettable
flimflammed	propellant (<i>n.</i>)	wigwagging
forbidden	propellent (<i>adj.</i>)	zigzagged

6. WRITTEN WORK

Study Rule II, p. 10. From the following adjectives write out the comparative degree in *-er*, and the superlative in *-est*, explaining the reason for the doubled or single final consonant in each case:

awful	hard	quiet	steep
big	hot	red	still
cold	lax	sad	straight
cool	loud	small	sweet
deep	mad	soft	warm
glad	queer	sour	weak

7. ORAL WORK

Study Rule III, p. 12. Spell the present participle in *-ing* for the following words, explaining why the final *e* is or is not dropped in each case:

advise	face	notice	shoe
arise	freeze	pursue	smile
arrange	hoe	quibble	state
believe	hope	race	strive
change	interfere	rise	tinge
come	loose	save	toe
dine	lose	serve	twinge
ensue	move	shine	use

8. ORAL WORK

Study Rule III, p. 12. Explain why the final *e* is or is not dropped in the following derivatives:

abridgment	inflatable	salable
acknowledgment	interference	sensible
advantageous	judgment	stately
arrangement	likable	statement
careless	lovable	stony
changeable	manageable	traceable
courageous	marriageable	truly
doveline	movable	unmistakably
duly	noticeable	wholly
imaginable	peaceable	wisdom

9. ORAL WORK

Study Rule IV, p. 13. Spell the plurals of the following nouns, stating why the *y* is or is not changed to *i* in each case:

abbey	covey	galley	monkey
alley	cry	Henry	parley
ally	decoy	jersey	penny
attorney	dowry	jockey	pulley
beauty	ecstasy	jury	sky
bully	effigy	levy	soliloquy
century	elegy	library	taffy
chimney	fairy	lily	trolley
cockney	family	Mary	turkey
colloquy	fancy	medley	volley
country	fantasy	money	whisky

10. ORAL WORK

Study Rule IV, p. 13. Explain why the final *y* does or does not change to *i* in the following derivatives, noting particularly exceptions to the general rule:

babyhood	dizziness	marrying
beautiful	drearly	merriment
burial	dutiful	pitiless
busier	earliest	replied
business	fancier	studying
carriage	happiness	trying
clergyman	hardiness	uglier
copyright	likelihood	weariness
delayed	marriage	wearying

11. WRITTEN WORK

Study Rule V, p. 14. Fill in the correct letters (*ei* or *ie*) in the following words, stating the rule or pointing out the exception in each case:

ach -- ve	chandel -- r	f -- ld
bel -- f	conc -- t	f -- nd
bel -- ve	conc -- ve	f -- rce
bes -- ge	counterf -- t	handkerch -- f
brigad -- r	dec -- ve	h -- r

h -- ght	rec -- ve	shr -- k
l -- sure	r -- gn	sover -- gn
n -- ghbor	rel -- f	t -- r
n -- ce	rel -- ve	th -- f
ob -- sance	retr -- ve	v -- w
perc -- ve	s -- ze	w -- ld
p -- rce	s -- ge	w -- rd
rec -- pt	sh -- k	y -- ld

12. WRITTEN WORK

Study Rule VI, p. 14. Arrange the following words in two groups, those ending in *-eed* and those in *-ede*, and then write as many inflected and derivative forms in each case as you can, noting particularly any literal changes in the stem:

accede	exceed	proceed	secede
antecede	intercede	recede	succeed
cede	precede	retrocede	supersede
concede			

13. ORAL OR WRITTEN WORK¹

Study Rule VII, p. 15. Explain why each of the following words is spelled *-ance*, *-ence*; *-ant*, *-ent*; *-able*, *-ible*; if you find exceptions to the general principle of Rule VII, try to give a reason for the exception in each case:

abhorrence	adolescence	corruptible
abhorrent	adolescent	credence
abhorrible	arrogance	credent
abundance	arrogant	credible
abundant	audible	decadence
acceptance	coherence	decadent
acceptable	coherent	digestible
acceptant	cohesible	eminence
accessible	complacence	eminent
acquaintance	complacent	excellence
adherence	combustible	excellent
adherent	confidence	exceptionable
adjustable	confident	existence
admittance	constituency	existent
admissible	constituent	fallible

¹ This exercise may be divided into several lessons. The students should be trained to consult an unabridged dictionary for etymologies.

imminence	irritable	reminiscent
imminent	laudable	residence
incorrigible	laughable	resident
incorruptible	measurable	resistance
indelible	noticeable	resistant
indulgence	obtainable	resistible
indulgent	performance	responsible
ineligible	prominence	separable
inexhaustible	prominent	superintendence
intelligence	reasonable	superintendent
intelligent	recurrence	susceptible
intelligible	recurrent	variance
irresistible	reminiscence	visible

14. ORAL WORK¹

Study Rule VII, p. 15. The following list comprises practically all of the familiar words which are spelled *-ible*; most other words of this formation are spelled *-able*. Adverbs in *-ibly* and nouns in *-ibility* may be formed from such words in the list as are in more common use; as *accessibly*, *accessibility*, *admissibly*, *admissibility*, *intelligibly*, *intelligibility*, etc.:

(in) accessible	conductible
adducible (or <i>-eable</i>)	contemptible
(in) admissible	contractible
(in) apprehensible	(in) controvertible
(in) audible	(in) convertible
(in) coercible	(in) convincing
cohesible	(in) corrigible
(in) cognoscible	(in) corrodible
collapsible (or <i>-able</i>)	corrosible
collectible (or <i>-able</i>)	(in) corruptible
(in) combustible	(in) credible
committible (or <i>-able</i>)	deducible
(in) compatible	deductible
(in) comprehensible	(in) defeasible
(in) compressible	(in) delible (also <i>deleble</i>)
(in) condensible (or <i>-able</i>)	depressible
conducible	descendible (or <i>-able</i>)

¹ This exercise may be divided into several lessons.

- | | |
|-------------------------------|--------------------------------------|
| (in) destructible | inducible |
| diffusible | inscriptible |
| (in) digestible | instructible |
| dirigible | (un) intelligible |
| (in) discernible | interconvertible |
| dissectible | intervisible |
| distensible | inventible |
| distractible | invertible |
| divertible | invincible |
| divestible | irascible |
| (in) divisible | (il) legible |
| (in) edible | mandible (<i>n.</i>) |
| educible | negligible |
| (in) effervescible | omissible |
| (in) eligible | ostensible |
| (in) eludible | passible (capable of feeling or |
| evadible (or <i>-able</i>) | suffering; cf. <i>passable</i> , |
| (in) evasible | capable of being passed) |
| evincible | (im) perceptible |
| (in) exhaustible | (im) perfectible |
| exigible | (im) permissible |
| existible | (im) persuasible |
| (in) expansible | pervertible |
| (in) expressible | (im) plausible |
| extendible | (im) possible |
| (in) extensible | prehensible |
| (in) fallible | (im) prescriptible |
| (in) feasible | (un) producible |
| (in) flexible | redressible |
| fluxible | (ir) reducible |
| forcible | refer'rible (cf. <i>ref'erable</i>) |
| (in) frangible | reflectible |
| (in) fusible | (ir) refrangible |
| gullible | (ir) remissible |
| horrible | rendible (not to |
| ignitable (or <i>-able</i>) | be confused |
| immersible (or <i>-able</i>) | with |
| (un) incompressible | <i>renderable</i>) |

(ir) reprehensible	suspensible
(ir) repressible	(in) tangible
(ir) resistible	tensible
(ir) responsible	terrible
reversible	traducible
revertible	transfusible
risible	(in) transgressible
seducible (or <i>-eable</i>)	(in) transmissible
(in) sensible	(in) vendible
subdivisible	(in) vincible
(in) submergible	(in) visible
subvertible	

15. WRITTEN WORK

Study Rule VII, p. 15. Make a list of twenty-five familiar words in *-able*. Try to collect these words from your general reading, giving references, as follows: *insuperable*, Irving, *Rip Van Winkle*, p. 43.

16. WRITTEN WORK

Study Rule VII, p. 15. Explain the Latin derivation of the following words, noting particularly the literal changes in the forms of the prefixes. Use the dictionary for this work.

accumulate	educate	interfere
assimilate	emigrate	interrupt
attendance	exaggerate	interrogation
cereal	illegible	interurban
chronology	illegitimate	irrational
concentrate	illimitable	irreverent
connotate	illiterate	postpone
corroborate	immaterial	postscript
description	immigrate	preparation
disappear	immortal	prescription
disappointed	immovable	proscription
dissection	immutable	separate
dissever	impatient	subscribe
dissociate	inadequate	subterranean
dissuade	intellect	tolerable
eccentricity	interest	transference

17. ORAL WORK¹

Study Rule VII, p. 15. Spell the following French words, taking care to name the accents and other signs (see Rule 4, p. 18).

attaché	entrée	papier-mâché
blanc-mange	façade	porte-cochère
bouillon	fricassée	protégé
cache	garage	questionnaire
chargé d'affaires	hangar	régime
chauffeur	jardinière	rendezvous
consommé	matinée	résumé
coup d'état	mayonnaise	rôle
cortège	melée	soirée
débris	naïf (<i>masc.</i>)	tête-à-tête
début	naïve (<i>fem.</i>)	trousseau
décolleté	naïveté	vis-à-vis
dishabille or deshabille	née	

18. WRITTEN WORK

Study Rule I, p. 18. Explain the insertion or omission of the *k* in the following words:

bivouac	music	public
bivouacked	musical	publican
bivouacking	musician*	publicist
		publicity
colic	panic	
colicky	panicky	shellac
		shellacked
frolic	physic	shellacking
frolicked	physical	
frolicking	physician	traffic
frolicsome	physicist	trafficked
		trafficking
mimic	picnic	trafficker
mimicked	picnicked	trafficless
mimicking	picnicking	
mimicry	picnickers	

¹ The teacher should give the pupil the correct pronunciations of these familiar French words.

19. ORAL WORK

Study Rule 3, p. 18. Spell the following words:

beat	leap	read	speak
beet	leech	reed	speech
		reap	
beach	meat		steal
beech	meet	real	steel
		reel	
bleat	neat		steam
bleed	need	seam	steep
bleach		seem	
	peach		team
crease	peep	seat	teem
creep	peak	seek	
	peek	sleave	weave
dear		sleeve	weevil
deer	preach		weaver
	preen	scream	weak
grease		screech	week
green	reach		
leak	reek	squeal	wean
leek		squeeze	weep

20. WRITTEN WORK

Study Rule 5, p. 18. Copy the following words and form the correct preferred plurals, indicating all musical terms by the sign (*M*) and under-scoring all plurals in *-oes*:

alto	desperado	lasso	solo
banjo	domino	memento	soprano
basso	(costume)	mosquito	tallyho
broncho	domino	motto	tobacco
buffalo	(game)	mulatto	tomato
burro	duo	negro	torpedo
calico	dynamo	peccadillo	tremolo
cameo	echo	piano	trio
cargo	Eskimo	piccolo	violoncello
cello	hero	portfolio	volcano
cuckoo	hobo	potato	zero

21. ORAL WORK

Study Rule 6, p. 18. Spell the plurals of the following words:

belief	handkerchief	relief	staff
bluff	hoof	roof	stuff
calf	knife	safe	tariff
chief	leaf	scarf	thief
cuff	life	self	waif
dwarf	loaf	serf	wharf
elf	proof	sheaf	wife
half	reef	sheriff	wolf

22. WRITTEN WORK

Study Rule 7, p. 19. Write the following words, underscoring the obscure vowels in each:

accusative	furniture	repetition
anticipate	genitive	ridiculous
apparatus	gravity	romanticism
circumference	Hannibal	sacrament
classicism	indefinite	sacrifice
dissipation	opportunity	sensitive
divide	optimist	separate
extravagant	pessimist	stimulant
frivolous	preparation	unanimous
fundamental	privilege	ventilation

23. WRITTEN WORK¹

See Rule 7, p. 19. Complete the following words by adding *-ar*, *-er*, *-or*, *-ir* (*-yr*), *-ur*, *-eur*.

accelerat --	anch --	begg --
adventur --	argu --	benefact --
advis --	arrest --	besieg --
aggress --	assess --	bisect --
agitat --	audit --	blasphem --
alt -- (in church)	aug -- (soothsayer)	Caes --
alt -- (to change)	aug -- (boring tool)	calend -- (table of
amat --	auth --	dates)
ambassad --	aviat --	carburet --
ancest --	bachel --	caterpill --

¹ This exercise may be divided into two or more lessons.

ced --	generat --	refrigerat --
cell --	Gibralt --	regulat --
cellul --	govern --	report --
cens -- (critic)	gramm --	revolv --
cens -- (vessel for incense)	hum --	rig --
chauff --	imitat --	rum --
coll --	impost --	sail -- (seaman)
collect --	instruct --	sail -- (sailing vessel)
col --	interpret --	sat --
conduct --	invest --	schol --
connoiss --	jugul --	sculpt --
conquer --	ledg --	separat --
conspirat --	li --	simil --
contract --	lubricat --	solicit --
controll --	maj --	speedomet --
coron --	marin --	splend --
corrid --	mart --	squal --
credit --	metaph --	squander --
cultivat --	millin --	sulph --
cyhind --	mirr --	supervis --
debt --	mot --	survey --
defend --	murm --	trait --
demean --	navigat --	transgress --
demurr --	numerat --	translat --
denominat --	od --	transmitt --
develop --	operat --	travel --
direct --	orat --	treasur --
dissent --	organiz --	trumpet --
edit --	originat --	tubercul --
educat --	oscillat --	tum --
elevat --	oyst --	vaccinat --
elix --	percolat --	vict --
emper --	pill --	vig --
equat --	prison --	vineg --
extinguish --	proct --	visit --
fact --	profess --	vulg --
garden --	propell --	warri --
	reflect --	worship --

24. WRITTEN OR ORAL WORK

Read Hint 9, p. 19. Write or spell the following words and give the key word which will help you to determine the correct spelling in each case, as *frivolous* (key word *frivolity*):

analogous (p. —)	frivolous (p. —)	original (p. —)
approximate (p. —)	horrible (p. —)	preparation (p. —)
bicycle (p. —)	indefinite (p. —)	repetition (p. —)
bilious (p. —)	infinite (p. —)	ridiculous (p. —)
definite (p. —)	inseparable (p. —)	romanticism (p. —)
definition (p. —)	mariner (p. —)	separation (p. —)
effeminate (p. —)	maritime (p. —)	synonymous (p. —)
fanaticism (p. —)	narrative (p. —)	zealous (p. —)

25. ORAL WORK

Read Hint 14, p. 20. Spell the following words, indicating hyphens and space where necessary:

Anglo-Saxon	antiprohibition	all right
ante-bellum	anybody	any one
basket-ball	anyway (<i>adv.</i>)	any time
bas-relief	baseball	any where
boarding-house	bedroom	bass violin
by-law	commonplace	boy scout
cross-reference	everyday (<i>adj.</i>)	by and by
cross-section	everything	each other
folk-dance	foolscap	every day
good-looking	football	every one
guinea-pig	handwriting	every side
high-school (<i>adj.</i>)	intercollegiate	high school (<i>n.</i>)
man-of-war	interscholastic	in fact
near-by (<i>adj.</i>)	masterpiece	one another
object-lesson	motorboat	near by (<i>adv.</i>)
reading-room	notebook	per cent
self-starter	outdoor	some day
subject-matter	semicolon	steam car
twenty-one	steamboat	team play
vice-president	textbook	parcel post

26. WRITTEN OR ORAL WORK ¹

Spell and define the following homophones:

air	break	feint	kernel
heir	brake	faint	colonel
aisle	cane	flour	knew
isle	Cain	flower	new
arc	cannon	fort	knight
ark	canon	forte	night
ascent	canvas	forth	know
assent	canvass	fourth	no
bass	ceiling	guilt	lead (n.)
base	sealing	gilt	led
beach	cent	grease	liar
beech	scent	Greece	lyre
	sent		
beat		hail	mail
beet	cereal	hale	male
	serial		
berry		hart	main
bury	cession	heart	mane
	session		
berth	Chile	hoard	mantel
birth	chilli	horde	mantle
boar			
bore	cite	hole	marshal
	site	whole	martial
	sight		
boll		holy	muscle
bole	coarse	wholly	mussel
bowl	course		
		indict	need
bow	dying	indite	knead
beau	dyeing		
		instance	ours
bow	earnest	instant's	hours
bough	Ernest		
		its	peace
bread	eight	it's	piece
bred	ate		

¹ If desirable, the teacher may make several lessons of this exercise.

peak	rain	suite	wait
peek	reign	sweet	weight
perque	rein		
		tail	wave
peal	road	tale	waive
peel	rode		
		their	way
pear	roll	there	weigh
pare	rôle		
		theirs	weak
peer	scene	there's	week
pier	seen		
		throne	weakly
plain	serf	thrown	weekly
plane	surf		
		to	wear
plum	serge	too	ware
plumb	surge	two	
			weather
poll	slight	vain	wether
pole	sleight	vein	
		vane	whose
pray	steak	vale	who's
prey	stake	veil	
			write
presence	steal	vice	rite
presents	steel	vise	right
			wright
read	straight		
reed	strait	waist	wrote
		waste	rote

27. ORAL WORK¹

The following words are often confused. Spell and define each word, distinguishing carefully the differences in pronunciation:

accept	advice	allusion	annunciation
except	advise	illusion	enunciation
		elusion	
access	alley		arrange
excess	ally	altar	arraign
		alter	
addition	allude		arrangement
edition	illude	angle	arraignment
	elude	angel	

¹This exercise may be divided into several lessons if desirable.

auger	climactic	effect	lead (<i>n.</i>)
augur	climatic	affect	lead (<i>v.</i>)
bath	cloths	emigrate	latter
bathe	clothes	immigrate	later
beach	comma	eminent	lightning
beech	coma	imminent	lightening
		immanent	
born	compliment		loath
borne	complement	exercise	loathe
		exorcise	
bow (an orna- mental knot)	contemptible		lose
bow (to bend forward)	contemptuous	expect	loose
	corps	suspect	
	corpse	father	minute (<i>adj.</i>)
breath		farther	minute (<i>n.</i>)
breathe	council		missal
	counsel	formally	missile
cache		formerly	missive
cash	councilor		
	counselor	gamble	odious
cashmere		gambol	odorous
cassimere	current		
	currant	grease (<i>n.</i>)	off
Calvary		grease (<i>v.</i>)	of
cavalry	decent		
	descent	humorous	ordinance
canon	dissent	humorous	ordnance
canyon			
	desert (<i>v.</i>)	idol	passable
capital	desert (<i>n.</i>)	idle	passible
capitol	dessert	idyl	
			peasant
cellar	deference	ingenious	pheasant
seller	difference	ingenuous	
			pillar
censer	diary	insight	pillow
ensor	dairy	incite	
			personal
choral	duel	lack	personnel
coral	dual	like	
corral			

petition	profit	roul	there
partition	prophet	route	they're
			their
pistil	radical(<i>adj.</i> or <i>n.</i>)	sense	
pistol	radicle (<i>n.</i>)	since	tortuous
			torturous
pomace	radish	stationary	
pumice	reddish	stationery	track
			tract
potion	read (<i>pres.</i>)	statue	
portion	read (<i>past</i>)	stature	veracity
		statute	voracity
precedent (<i>n.</i>)	rendible		
precedent (<i>adj.</i>)	renderable	tear (<i>n.</i>)	weather
		tear (<i>v.</i>)	whether
principal	respectfully		won't
principle	respectively		wont (<i>n.</i>)

28. ORAL WORK

Review the Seven Major Rules, pp. 8-17. Spell the following words, stating the rule or exception which applies in each case:

abusing	drearily	proffered
abutment	encyclopedia	profited
abutting	enemies	quizzical
acceded	equipage	rallying
acceptance	exceedingly	readiness
accompanied	excellency	received
acquittal	fallacies	reference
admissible	fiend	referred
affidavit	infallible	replies
annually	interfering	restating
appetite	judgment	seizure
baggage	maneuver	siege
benefited	medieval	singing
business	movable	sovereignty
combating	moving	soliloquies
changeable	niece	succeeded
chimneys	noticeable	superseded
courageous	outrageous	tonnage
debatable	piteous	traveling
disappoint	preceding	truly

29. ORAL OR WRITTEN WORK

Study the list on pp. 22-29. Spell or write the following familiar words:

accommodation	its	really
across	led	receipt
arrive	library	recommendation
assassin	lilies	referring
athletics	lose	repetition
balance	Macaulay	rhythm
beginning	Macbeth	ridiculous
believe	meant	sacrament
benefiting	mischievous	sacrifice
Burns's	misspell	schedule
chapel	mountainous	sensitive
climactic	narrative	separation
collegé	negroes	shepherd
comparison	ninety	similar
conscientious	noticeable	smooth
definite	occurrence	speech
describe	optimistic	studying
despair	originality	superintendent
difference	pilgrimage	sure
disappoint	pity	theirs
divine	possess	too
embarrassed	preparation	truly
Encyclopaedia	principal	until
Britannica	principle	village
exaggerated	privilege	villain
extension	proceed	virtue
finally	professor	weird
forcible	pursuit	writer
grammar	quizzes	writing

30. WRITTEN WORK¹

Write a one-page theme in which you use correctly at least fifteen words found in the list on pp. 22-29. Underscore the words you consciously introduce.

¹ This exercise may be repeated several times, using other words from the list on pp. 22-29

31. ORAL OR WRITTEN WORK¹

Consult the general alphabetic list, pp. 106-141. Spell or write the following more or less difficult words:

acreage	cereal	extraordinary
adolescence	chaparral	extravagance
affidavit	chauffeur	fallacy
aggravating	Chautauqua	fanaticism
agreeable	chloroform	fascinating
alligator	cinnamon	feminine
almanac	colonnade	fictitious
altogether	column	flannel
ammunition	connoisseur	fuchsia
anonymous	corroborate	habiliment
Apocrypha	curriculum	hemorrhage
Apollo	cylinder	hippopotamus
appendicitis	daguerreotype	hypocrisy
artillery	dahlia	incendiary
auxiliary	derrick	initiation
baccalaureate	diarrhea	innocuous
Baptist	digestible	inseparable
barbarous	dilapidated	isosceles
battalion	dilemma	liniment
beefsteak	diphtheria	maritime
bicycle	disappearance	millinery
calcimine	duchess	miscellaneous
calendar	eleemosynary	mucilage
Calvinism	eligible	narcissus
cannibal	elixir	neuralgia
caricature	ellipse	niche
cataclysm	emperor	Nineveh
catarrh	epigrammatic	orifice
catechism	epochs	oscillation
caterpillar	erroneous	ostracize
Catiline	erysipelas	paraphernalia
celery	exhilarating	paroxysm
cellar	explanation	penitentiary

¹ This exercise may be divided into several lessons, or the teacher may extend it *ad lib.* by reference to the general alphabetic list.

pennants	scarcity	stimulating
pinnacle	scarlatina	strychnin
pneumonia	schism	succinct
Presbyterian	scissors	supercilious
primitive	scrimmage	supersede
procedure	scrupulous	terrapiin
promiscuous	scuppernong	theorem
pusillanimous	secretary	tragedy
radish	semicolon	tranquillity
raisins	sherbet	trousseau
rarefy	shrubbery	venomous
Renaissance	sibylline	vicissitude
rhapsody	Sicily	volume
romanticism	silhouette	Wednesday
salary	skepticism	yacht
salmon	sophomore	zinc
Saturday	spectacles	zinnia

PART TWO

PRACTISE LISTS OF WORDS OFTEN MISSPELLED¹

Space is allowed in each subject for additional words to be recorded by the pupils from the actual errors found in their exercises and notebooks. The teacher may require certain common errors to be added as experience demands, but in any case he should examine the notebooks frequently to see that the pupils are properly recording their daily errors in spelling.

ARTS AND SCIENCES

AGRICULTURE

acreage	cheese	Guernsey
actinomycosis	Cheviot	Hereford
agricultural	cholera	Holstein-Friesian
alluvial	cocklebur	humic (cf. <i>humid</i>)
ammonia	cultivator	hygroscopic
apiary	dairying	inoculate
arid	drought	insecticide
Berkshire	droughty	Kafir (<i>or</i> Kaffir) corn
boll-weevil	Duroc-Jersey	larva
Bordeaux mixture	escutcheon	larvae (<i>pl.</i>)
bulletin	ensilage	Leghorn
cabbage	experiment	maize
cantaloup <i>or</i> cantaloupe (I)	fertility	melon
capillary	flocculation	mesquite
caterpillar	fungous (<i>adj.</i>)	mosquitoes
cereals	fungus (<i>n.</i>)	Minorca
	guano	mulch

¹The Roman numerals in parentheses refer to the rules on p. 7.

AGRICULTURE—Continued

nitrification	pumpkin	stallion
nitrogenous	separator	steril <i>or</i> sterile (I)
Orpington	shredder	surcingle
parasitic	shrubbery	tillage
pasteurize	silos	tuberculosis
phylloxera	skim milk	vegetable
protein	spinach	vineyard

ADDITIONAL WORDS

This image shows a full page of dot grid paper. The paper has a light beige or cream-colored background. Overlaid on this background is a grid of small, dark grey or black dots. The dots are arranged in perfectly straight horizontal and vertical rows, creating a series of small squares across the entire surface. There are no margins, text, or other markings on the page.

DOMESTIC SCIENCE

COOKING

absorption	crystallized	palatable
accessory <i>or</i> accessary	dessert	pancreatic
acetic	dietary	parasite
adulteration	dietetics	paring
albumen	digestible	pasteurize
alcohol	edible	pâté de foie gras
alimentary	emulsify	peel
alkaline	flavor	percolator
aluminum <i>or</i> alumin- ium (I)	fluids	pimento
ammonia	gastric	poached
anchovies	giblets	potatoes
antiseptic	gizzard	poultry
appearance	gluten	pour
appetite	glycogen	protein
asparagus	griddle	ptomain <i>or</i> -ine (I)
assimilate	ingredients	recipe
banana	kernel	rennet
beverage	laboratory	rinse
biscuit	lactic	salad
cafein <i>or</i> caffeine (I)	leaven	salicylic
calorie	lentil	saliva
caramel	macaroni	sandwich
carbohydrate	marmalade	sauté
casserole	mayonnaise	scald
cauliflower	menu	scalloped <i>or</i> scolloped (I)
caviar <i>or</i> caviare	meringue	sherbet
cellulose	muscle	sieve
cereal	muscular	sirloin
chocolate	nitrogenous	soufflé
coconut <i>or</i> cocoanut (I)	nutriment	spinach
consistency	nutritive	steak
croquette	odor	steep
croutons	oleomargarin <i>or</i> -ine (I)	stewed
	omelet	tannic

COOKING—Continued

tapioca	vegetable	waitress
tartar	vinegar	waste
temperature	viscera	wring
vanilla	waffle-irons	yolk

ADDITIONAL WORDS

.....
.....
.....
.....
.....
.....

HOUSEHOLD ARTS

adjustable	chandelier	drain
alkali	Chippendale	economics
ammonia	chloroform	extension
analogous	cholera	fermentation
anopheles	Circassian	fomentation
antidote	cockroach	furnace
architecture	complementary	furniture
atomizer	connections <i>or</i>	germicide
balance	connexions	glycerin <i>or</i> glycerine
baluster	contagion	(I)
bedstead	contaminate	hearth
beetle	convenience	hemorrhage
birch	counterpane	Heppelwhite
bluing	decoration	hypodermic
buffet	deodorant	illuminating
bureau	deterioration	infection
cabinet	dining	ingredients
capillary	dining room	insecticide
cellar	dinner	labor-saving
cement	distillation	larvae

HOUSEHOLD ARTS—Continued

laudanum	mucus (<i>n.</i>)	sedimentation
laundering	pasteurize	sewage
lavatory	peppermint	Sheraton
lead (a metal)	piano	siphonage
linoleum	pillow	site
machine	plenum	stupes
mahogany	plumbing	suite
malaria	pneumatic	sulfur <i>or</i> sulphur (I)
malarial	poison	susceptibility
mantel	porch	tenement
mantelpiece	poultice	trichina
mattress	pupae	trichinosis
mirror	receipt	typhoid
miscellaneous	receptacle	utensils
molding <i>or</i> moulding	refrigerator	vacuum
(I)	respiration	veranda <i>or</i> verandah
mucous (<i>adj.</i>)	sanitation	weathered

ADDITIONAL WORDS

.....
.....
.....
.....
.....

SEWING

alpaca	bodice	chally <i>or</i> challis (I)
appliqué	boll	chambray
appropriateness	brilliantine	chemise
baling	burlap, burlaps	chenille
basting	buttons	chiffon
batiste	calendering	cocoons
bias	calico	colonial
biased <i>or</i> biassed (I)	cambric	complimentary
bleaching	carding	conductivity

SEWING—Continued

corduroy	hygienic	plaited ¹ (I)
crape	initial	pongee
crêpe de chine	insertion	reeling
cretonne	ironing-board	retting
crinoline	jabot	ripping
decolleté	Jacquard	ruffle
delaine	jute	sateen
denim	khaki	scissors
drapery	kimono	scutching
economical	laundering	seam
eider-down	laundry	selvage <i>or</i> selvedge (I)
embroidery	lingerie	shearing
feather-stitch	long cloth	shoddy
fiber or fibre (I)	madras	simplicity
fichu	measurements	spinning
filament	mending	suède
flannel	mercerization	taffeta
foulard	messaline	textiles
gabardine <i>or</i> gaber-	mitering <i>or</i> mitre-	varieties
dine (I)	ing (I)	voile
gingham	moiré	waist
ginning	nainsook	warp
gore	organdies	waste
hackling	ornamentation	weighting
hanks	passementerie	woof
harnessing	pattern	woolen <i>or</i> woollen (I)
heddles	peplum	worsted
herring-bone	percale	yarn
honiton	petticoat	yoke
huckaback	piqué	zephyr

¹ The form *pleat* is used colloquially, but is not found in literary usage.

ADDITIONAL WORDS

.....

.....

.....

GEOGRAPHY (DESCRIPTIVE)

Abyssinia	continents	Johannesburg (<i>South Africa</i>)
agriculture	copper	Labrador
Aleutian Islands	coral	latitude
Alleghany Mountains	crystals	Leipzig <i>or</i> Leipsic
Allegheny City (<i>Pa.</i>)	Delaware	llamas
alluvial	desert	longitude
Antarctic	Des Moines (<i>Iowa</i>)	Louisiana
Apennines	Ecuador	Louisville (<i>Ky.</i>)
Appalachian	Edinburgh (<i>Scotland</i>)	mackerel
archipelago	Eskimos	Madagascar
Arctic	European	Madeira
bananas	Everest (<i>Mount</i>)	Manila
Bangkok (<i>Siam</i>)	fauna	manufactures
bayou	Fujiyama (<i>mountain</i>)	maritime
Berkeley (<i>Cal.</i>)	geography	Marseilles (<i>France</i>)
Bermuda Islands	geysers	Massachusetts
Bismarck (<i>N.D.</i>)	Gibraltar	Mediterranean
Bordeaux (<i>France</i>)	giraffe	Melbourne (<i>Victoria</i>)
British Isles	glaciers	Michigan
Buenos Aires (<i>Argentina</i>)	government	Minneapolis
Buffalo (<i>N.Y.</i>)	granite	Mississippi
buoys	Great Britain	Missouri
Cairo (<i>Egypt</i>)	Grecian	Morocco
Calais (<i>France</i>)	Greece	mountainous
Calcutta (<i>India</i>)	Guatemala	Munich (<i>Germany</i>)
capital (cf. <i>capitol</i>)	Guiana	Narragansett
Caribbean Sea	Haiti	negroes
Chesapeake	harbor	Niagara
Chile	Hatteras	Nueces
Cincinnati (<i>Ohio</i>)	Hawaiian Islands	occupations
cinnamon	Himálaya	Oklahoma
coffee	Hongkong (<i>China</i>)	Ottawa (<i>Canada</i>)
commerce	icebergs	Paraguay
Connecticut	Illinois	Peking (<i>China</i>)
Constantinople	Indianapolis (<i>Ind.</i>)	peninsula
	isthmus	

abysmal	esker	piedmont
abyss	geyser	playas
aggraded	igneous	polyp
alkali	isobar	prairies
anticline	joint plane	precipitation
arroyo	kame	pseudo
atoll	laccolith	reefs
avalanche	lacustrine	rejuvenated
boulder <i>or</i> boulder	littoral	residual
caldera	llanos	sedimentary
campos	loess	spectrum
chasm	mesa	sphagnum
circumpolar	metamorphic	steppe
cordillera	monadnocks	stratification
cumulus	monocline	stratum
débris	moraine	strata (<i>pl.</i>)
denudation	névé	stratus
diathermanous	ooze	superimposed
dike	pelagic	syncline
epicenter	penepplain	talus
erosion	perennials	tributaries

[illegible]

ambassador	cession (cf. <i>session</i>)	dependencies
amendments	collector	domicile
annexation	commission	electors
appellate	committee	eligible
apportionment	community	emancipation
assessor	concurrence	embassy
attorneys	congressional	eminent domain
authoritative	constitutional	enactment
authorities	copyright	extraordinary
ballot	corporation	federal
bankruptcy	council	forfeiture
booths	councilor <i>or</i>	government
cabinet	councillor (I)	governor
canvass	counsel	habeas corpus
capital	counselor <i>or</i>	homicide
capitol	counsellor (I)	immunity
carriers	currency	impeachment
certificates	delegate	independence

[illegible]

HISTORY

AMERICAN HISTORY

Allegheny (<i>Mts.</i>)	Hawaii	Portuguese
Amerigo Vespucci	inauguration	Powhatan
Antietam	Johnston	representatives
Appomattox	Ku-Klux Klan	Roanoke
Aztecs	Lafayette	Roosevelt
Beauregard	La Salle	salary
Braddock	Louisiana	secede
British	Magellan	secession
Buena Vista	Manila	Sioux
Burgoyne	Massachusetts	sovereignty
centennial	Massasoit	Spanish
Chesapeake	Merrimac	specie
Chicago	Michigan	Sumter
Chickamauga	Mississippi	Swedish
committees of corre- spondence	Missouri	tariff
Connecticut	Monitor	Tarleton
continental	Montcalm	Tecumseh
Delaware	New Hampshire	Tennessee
De Soto	nullification	Ticonderoga
electoral college	Oglethorpe	Tippecanoe
emancipation	Oklahoma	Vincennes
Faneuil	Opechancanough	Wesley
Filipino	Philadelphia	Whitefield
Harvard	Philippines	Wolfe
	Pizarro	Yemassee

ADDITIONAL WORDS

.....

.....

.....

.....

.....

.....

ANCIENT HISTORY

Achilles	Bosporus	cynics
Acropolis	Buddha	decemvirs
Aegean	Byzantine	Demosthenes
Aegospotami	Caesar	Dionysius
Aeneid	Catiline	Dionysus (Bacchus)
Aeschylus	Catullus	Epaminondas
Alcibiades	Cheops	Euboea
Alexander	Christianity	Euphrates
Alexandria	Cicero	Gracchus
amphictyonic	Cincinnatus	Hannibal
Apennines	Coliseum <i>or</i>	Hellenes
Apollo	Colosseum	Herodotus
aqueduct	colonnades	hieroglyphics
Areopagus	column	Iliad
Aristotle	Constantinople	Israel
Assyria	consul	Jerusalem
Attica	Crassus	Jupiter
Babylonia	Croesus	martyr
Boeotia	cuneiform	Mesopotamia

ADDITIONAL WORDS

[illegible]

MEDIEVAL HISTORY

Aachen	fief	Plantagenet
Agincourt	Ghibelline	Poitiers
Alaric	Guelph	Portuguese
allodial	Hegira	primogeniture
Anjou	Heptarchy	Raffael <i>or</i> Raphael (I)
Aquitania	Jerusalem	Renaissance
Arianism	Jesuits	Rienzi
Artois	Languedoc	Runnymede
ascetic	Leonardo da Vinci	Saladin
Attila	Leyden	Salerno
Avignon	liege	Saracens
Barbarossa	Lollards	Savonarola
benefice	Loyola	schism
Boccaccio	Machiavelli	schismatic
caliph	martyr	Seljuks
Capetians	medieval <i>or</i>	serfs
Catholicism	mediaeval (I)	simony
celibacy	Merovingians	Soissons
Charlemagne	Michelangelo	subinfeudation
chivalry	Mohammed	Tamerlane
Crécy	Mohammedanism	Tatars <i>or</i> Tartars
Danelaw	monasteries	Teutons
Diocletian	monasticism	Titian
ecumenical <i>or</i>	Nibelungenlied	troubadours
oecumenical (I)	Omniad	trouveurs
excommunicate	papacy	Valois
Ferdinand	parliament	Vasco da Gama
feudalism	pilgrimage	vassals

ADDITIONAL WORDS

.....
.....
.....
.....
.....

MODERN EUROPEAN HISTORY

Alsace	Hospitalers	Raleigh
Anne Boleyn	Huguenots	Reichstag
Aragon	La Rochelle	Richelieu
Armada	Lorraine \	Robespierre
Baptists	Louis Philippe	Rousseau
Bastille	Magdeburg	Salisbury
Bismarck	Magna Charta	Schleswig-Holstein
Blenheim	Magyars	Sebastopol
Blücher	Marlborough	Sedan
borough	Marie Antoinette	Sepoys
bourgeoisie	Marseillaise	Smalkaldic League
Britain	Maximilian	Soudan
Briton	Mazarin	Stein
Brittany	Mazzini	Stuart
Calais	Medici	Sweden
Cavaliers	Metternich	Talleyrand
Crécy	Mirabeau	Trafalgar
Czechs	Molière	Transvaal
Disraeli	Napoleon Bonaparte	Tudor
Dreyfus	Naseby	Tuileries
duchess	Nicholas	Utrecht
Edinburgh (pro- nounce <i>boro</i>)	parlement (<i>Fr.</i>)	Versailles
European	parliament (<i>Eng.</i>)	Victor Emmanuel
Gibraltar	Plantagenet	Vienna
girondists	Plassey	Voltaire
guillotine	Pomerania	Wallenstein
Hague	Presbyterians	Wolsey
Hampden	proprietary	Worcester
Hapsburgs	Protestantism	Wyclif or Wycliffe
Hohenstaufen	Puritanism	Ypres
	Pyrenees	Zurich

ADDITIONAL WORDS

.....

.....

.....

GENERAL HISTORY TERMS

adviser	cannonade	dependent
allegiance	Catholicism	diocese
allies	chief	diplomacy
ambassador	chronological	dying
anachronism	civilization	ecclesiastic
anarchy	colonies	elected
annexation	colonization	embassy
annihilate	commander	emperor
annul	commercial	enemies
armies	communication	epochs
artillery	compelled	error
assassination	conqueror	evacuate
attacked	conspiracy	financial
authority	controlled	foreign
authorize	controversy	fortifying
beginning	cooperation	forty
belligerent	council	fugitive
blockade	courageous	government
boundaries	damaged	governor
campaigns	democracy	guards

ADDITIONAL WORDS

This image shows a full page of dot grid paper. The paper has a light cream or off-white color. It features horizontal rows of small, dark grey dots spaced evenly apart. There are approximately 20 rows of dots across the page. The dots are arranged in a precise grid pattern, typical of stationery used for bullet journaling or sketching. The lighting is even, and there are no visible markings, text, or drawings on the page.

habeas corpus	opponents	seize
heresy	opposite	separation
hostility	orthodox	siege
independence	partition	soldiers
interregnum	patrimony	sovereign
lieutenant	petition	strategic
loyalty	pilgrim	surrender
maneuver	predecessor	sympathy
manufacturing	prestige	territorial
maritime	privilege	territories
massacre	procedure	Teutonic
massacred	proclamation	throne
Mediterranean	recruits	treachery
mercenary	reënforcements	tyranny
militia	régime	vandalism
neutral	reign	village
ninety	religious	vicinity
obliged	sanguinary	volunteer
occurred	scheme	

[illegible]

GEOMETRY

acute	frustum	principal
adjacent	homologous	principle
angle	hypothesis	prism
arc	hypothetical	pyramid
bisector	imaginary	radius
chord	intersect	rhomboid
circumference	isosceles	rhombus
coincide	magnitude	scalene
coincidence	opposite	secant
complementary	original	similar
corollary	parallel	spherical
diagonal	parallelepiped <i>or</i>	stationary
diagonally	parallelepipedon	straight
ellipse	parallelogram	supplementary
elliptical	perimeter	symmetrical
equally	perpendicular	tangent
equilateral	plane	theorem
equivalent	polygon	volume

ADDITIONAL WORDS

[illegible]

MUSIC

accelerando (ăk sěl'ēr ăn'dō)	diatonic
accompaniment	diminuendo
Eolian <i>or</i> Æolian (I)	dissonance
allegro (ăl lă'grō)	divided
allegretto (ăl lă'grēt'tō)	dolce (dōl'chā)
andante (ăn dăn'tā)	eighth
anthem	encore (ăn'kōr')
arpeggio (ăr pēd'jō)	exercises
barytone <i>or</i> baritone (I)	fifth
bass	finale (fē nă'lā)
bass drum	forte (fōr'tā)
bassos (<i>pl.</i> of basso)	fortissimo
Beethoven (Bă'tō ven)	fugue
cadence	Gounod (gōō'nō')
cantabile (kăn tă'bē lă)	guitar
cantata (kăn tă'tā)	harmonious
carol	harmony
castanets	Haydn (hă'd'n)
cello <i>or</i> 'cello (chěl'ō) ¹	hymn
choir <i>or</i> quire	Il Trovatore (trō'vā tō'rē)
choral (<i>adj.</i>)	interval
chord	largo
chorister	legato
chorus	Liszt (līst)
Chopin (shō păn')	lyre
chromatic	maestoso (mă'ēs tō'sō)
clarinet	major
clef	mandolin <i>or</i> mandoline (I)
concertos (kōn chēr'tōz)	mazurka
contralto	melodies
contrapuntal	melodious
cor'net	Mendelssohn (mēn'dəl sōn)
crescendo (krě shēn'dō)	metronome
cymbals	mezzo
diapason	minor

¹ An abbreviation for *violoncello*.

MUSIC—Continued

Mozart (Mō'zärt)	schottische <i>or</i> schottish
musical (<i>adj.</i>)	Schubert (shōō'bērt)
musicale (<i>n.</i>)	Schumann (shōō'män)
nocturne	semitone
opus, <i>pl.</i> opera	serenade
operas	sextet <i>or</i> sextette (I)
operetta	snare-drum
oratorios	solos
orchestration	sonatas
pianissimo (pē'à nīs'ī mō)	sotto voce (sōt'tō vō'chā)
pianos	staff
piccolo	stave (<i>Eng.</i>)
piece	stiffs
polonaise	staves (<i>Eng.</i>)
polyphonic	symphonies
prima donna	syncopation
quartet <i>or</i> quartette (I)	tambourines
reed	tenor
retard	tuning-fork
rhapsody	viola (vē ō'là)
rhythm	violoncello (vē'ō lōn chēl'ō)
rhythmically	Wagner (vāg'nēr)
ritardando (rē'tār dān'dō) ¹	waltz
scale	xylophone
scherzo (skēr'tsō)	zither

¹ Often abbreviated *rit.* and *ritard.*

ADDITIONAL WORDS

[illegible]

aberration	disk <i>or</i> disc (I)	liquefy
acceleration	dissolve	metallic
achromatic	dynamo	oscillation
ammeter	elasticity	physics
analysis	electrolysis	plasticity
aperture	equilibrium	polarization
apparatus	expansion	porous
aqueous	experiment	potential
armature	Fahrenheit	pulleys
arrestor	gas	rarefied
buoyancy	gases (<i>pl.</i>)	reversible
calibration	gravitation	Roentgen
calories	gravity	sensibility
capacity	hydraulic	sensitive
capillary	hydrostatic	siphon
Centigrade	hysteresis	solenoid
centrifugal	incandescent	stationary
centripetal	incidence	temperature
circuit	inductance	tension
commutator	inertia	torque
complementary	intensity	transparency
conductor	ionization	vacuum
crystallization	laboratory	velocity
cylinder	lens	viscosity
dielectric	Leyden jar	viscous

[illegible]

adenoid	clavicle	esophageal <i>or</i> oesoph-
alimentary	coccyx	ageal (I)
antidote	contagious	esophagus <i>or</i> oesoph-
antiseptic	corpuscles	agus (I)
appendicitis	crystal	Eustachian
arteries	cuticle	flagellum
auricle	diaphragm	flagella (<i>pl.</i>)
bacillus	diarrhea <i>or</i> diarrhoea	gelatin <i>or</i> gelatine (I)
<i>bacilli (pl.)</i>	(I)	glycerin <i>or</i> glycerine
beneficial	digestible	(I)
biceps	diphtheria	hemorrhage
buccal	disease (cf. <i>decease</i>)	hereditary
cafein	dissection	humerus
capillary	dissipation	hygiene
carapace	dysentery	ileum (part of intes-
cartilage	dyspepsia	tine)
catarrh	eczema	ilium (a bone)
cilium	epiglottis	inflammation
<i>cilia (pl.)</i>	erysipelas	interstitial

[illegible]

irritable	periosteum	sexual
lacrimal <i>or</i> lachrymal	pharynx	species
(I)	physiology	stimulant
larynx	pleurisy	stomach
ligament	pneumonia	symptom
malaria	poison	syringe
male	poisonous	tissue
membranous	ptomain	tongue
meningitis	pyorrhea <i>or</i> pyor-	torsus
mucous (<i>adj.</i>)	rhoea (I)	trachea
mucus (<i>n.</i>)	retina	tuberculosis
muscles	rheumatism	vaccinate
pancreas	sali'va	veins
paraffin	sal'ivary	venous
paralysis	sanitary	vigorous
parasite	secrete	virus

[illegible]

LANGUAGE AND LITERATURE

AMERICAN LITERATURE

Aldrich	commemoration
Alhambra	Cooke
antislavery	Cooper
autocrat	Craddock, Charles Egbert
Audubon	Emerson, Ralph Waldo
Biglow	Esten (John Esten Cooke)
Bowdoin	Evangeline
Bryant	Fanshawe
Bumpo <i>or</i> Bumpo	Fauntleroy
Bunner	Fenimore
Burnett	Freneau
Burroughs	Gettysburg
Carman	Guiney
Carryl, Guy Wetmore	Harte, Francis Bret
Cary	Harvard
Cawein	Hawthorne, Nathaniel
Chattahoochee	Hayne, Paul Hamilton
Clemens, Samuel Langhorne	Hiawatha

ADDITIONAL WORDS

.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....

lyric	origin	rôle
martyrs	original	sacrilegious
masterpiece	originality	satire
medieval	pageant	satirical
metaphor	parallelism	satyr
miracle	philosophical	simile
miscellaneous	postage	sincerity
miscellanies	pilgrimage	smooth
mysteries	posthumous	soliloquy
narrative	precocious	sonnet
nineteenth century	precocity	style
nightingale	pseudonym	summary
novel	religious	superficial
Odyssey	repetition	tragedy
onomatopoeia <i>or</i>	resurrection	trochaic
onomatopoeia (I)	rhythm	versatile
onomatopoetic	rime <i>or</i> rhyme (I)	versatility

[illegible]

GRAMMAR AND RHETORIC

(INCLUDING FOREIGN LANGUAGES)

ablative	dependent	neuter
accusative	description	nominative
adverbially	ellipsis	novel
affirmative	elliptical	parallel
agreement	exaggeration	participial
ambiguous	exclamatory	participle
analysis	factitive	particle
antecedent	feminine	positive
appositive	figurative	possessive
article	genitive	predicate
attributive	grammar	repetition
auxiliary	grammatical	rhythms
balance	hyperbole	satirize
caricature	imperative	semicolon
Catiline	indefinite	sentence
chronological	independent	separation
coherence	infinitive	simile
coherent	inflections	Spanish
colloquialism	interrogative	substantive
comparative	intransitive	summary
comparison	irony	syllabication
complement	irregular	syllable
conjugation	Latin	synecdoche
correlative	metaphor	synonym
declarative	narration	transitive
declension	narrative	ungrammatical
definite	negative	writing

ADDITIONAL WORDS

.....
.....
.....
.....
.....

PROFESSIONAL AND SPECIAL

AËROPLANE, MOTORBOAT, AND AUTOMOBILE

accumulators	condenser	monoplane
adjustment	controller	motor
aërodrome	coupé	motorboat
aërometer	cylinder	motorcycle
aëronaut	dir'igible	muffler
aëronautics	electromagnet	multiplane
aëroplane	emergence	parachute
alternator	exhaust	piston
armature	flange	propeller
ascension	fly-wheel	puncture
automobiling	friction-clutch	radiator
aviation	gage <i>or</i> gauge (I)	roadster
aviator	garage	runabout
balloon	gas	rudder
batteries	gasoline <i>or</i> gasolene	seaplane
biplane	(I)	shock-absorber
blow-out	gears	short-circuited
brake	glider	spark-plug
breakdown	hangar	speedometer
brougham	hydroplane	steering-wheel
Cadillac	hydro-aëroplane	taxicab
carbureter	ignition	tonneau
cells	injector	tractor
chassis	inner tubing	valve
chauffeur	limousine	vibrator
circuit	lubricator	wrench
clutch	magneto	Zeppelin

ADDITIONAL WORDS

.....
.....
.....
.....
.....

BUSINESS

acceptance	commission	filing
accommodation	commodities	financial
account	comparatively	freight
accrued	comptroller <i>or</i>	guarantee
acknowledge	controller	guarantor
acknowledgment <i>or</i>	confidential	income
acknowledgement	consignee	incorporate
(I)	contract	indorse <i>or</i>
ad valorem	copies	endorse (I)
advances	copy	insolvent
advertisement	corporation	instalment
affidavit	correspondence	insurance
allowance	correspondents	inventory
anniversary	coupon	invoice
annual	creditor	itemized
answering	currency	jobber
approximately	current	journal
assets	damaged	judgment <i>or</i>
attorney	deficit	judgement (I)
audited	demurrage	lading
auditor	depreciation	lease
auxiliary	dictation	ledger
balance	difference	lessor
bookkeeper	director	letterpress
business	disbursement	liabilities
bonus	discount	lien
cancel	dishonor	liquidate
canceled	dividend	litigation
capital	double entry	maintenance
certificate	draft	maturity
certified	exchangeable	memorandum
check	expenditure	mercantile
claimant	expense	merchandise
collateral	explain	mimeograph
commerce	explanation	mortgaging
commercial	extension	necessary

adolescence	group	phylogeny
apperception	Hellenic	plasticity
assimilation	imagination	principal
behavior	imitative	principle
coefficient	inherent	professionally
complementary	initiative	professor
compulsory	intelligence	psychic
convergence	kindergarten	questionnaire
correlation	kinesthetic	Quintilian
curriculum	Locke	Rabelais
development	manual	Rousseau
didactics	Montessori	schedule
differentiation	nascent	sensibility
discipline	nervous	stimulating
embryo	neurology	stimulus
emulation	nutritious	summaries
ephebos	ontogeny	supplementary
epheboi (<i>pl.</i>)	palaestra	synapsis
exhaustion	paranoia	temperament
experimentation	pedagogy	temperature
frivolous	Pestalozzi	uniformity
Fröbel	phenomenon	ventilation
fundamental	phenomena (<i>pl.</i>)	vestigial

[illegible]

ENGINEERING

ARCHITECTURAL ENGINEERING

abutment	corridor	housing	Renaissance
altar	epistyle	medallion	sheathing
balustrade	façade	mezzanine	trellis
bois d'arc	fascia	nosing	vermilion
buttress	flèche	pavilion	voussoir
ceiling	frieze	plancher	wainscoted
colonnade	furring	purlin	
coping	gunite	quoin	
cornice	halving	remodeling	

ADDITIONAL WORDS

.....
.....
.....
.....
.....

CIVIL ENGINEERING

abscissa	coplanar	orifice	topographical
ajutage	corollary	parallax	vernier
azimuth	descriptive	pier	vertical
calibration	hydraulics	reservoir	veir
calipers	irrigation	resilience	
collimation	meridian	spherical	
cantilever	offset	surveyor	

ADDITIONAL WORDS

.....
.....
.....
.....
.....

ELECTRICAL ENGINEERING

aging	equivalent	oscillograph
asbestos	Foucault	peripheral
attenuation	frequency	rectifier
axial	hysteresis	rectifying
balance	impedance	synchronizer
ballistic	inductance	transmitter
bus-bars	magnetizing	variation
commutator	measuring	wattmeter
condenser	mil	
dielectric	multiphase	

ADDITIONAL WORDS

.....
.....
.....
.....
.....

MECHANICAL ENGINEERING

adiabatic	economizer	liquefying
calorimeter	ejector	lubricator
carburetor	exhaust	piezometer
clearance	flexure	reversible
compressor	helical	torsion
condenser	humidity	turbine
Corliss	hypocycloid	vane
eccentric	irreversible	vaporization

ADDITIONAL WORDS

.....
.....
.....
.....
.....

LAW

abetting	demurrer	legitimacy
accomplice	descent	lessee
adjudicate	differentiate	liable
affidavit	dilatory	libel
agistment	discernible	license
alienate	disseizin	lien
allegata	dissent	maritime
allegator	eleemosynary	messuage
amercement	embezzlement	minor
annuities	employees	miscegenation
appellant	estoppel	misfeasance
appellee	extraterritorial	misprision
apprentice	feoffment	mortgage
appurtenance	feud	mortmain
arraigned	fiduciary	munic'ipal
attachment	forfeiture	negligence
authoritative	fraudulent	nuisance
avoidance	genuineness	peremptory
bailiffs	habeas corpus	petit jury <i>or</i> petty jury
capias	hereditaments	plaintiff
certiorari	hereditary	pre'cedent (<i>n.</i>)
cestui que trust	holograph	prece'dent (<i>adj.</i>)
codicil	incapacities	precinct
committee	inchoate	prerogative
constitutional	incorporeal	principal and agent
coparcenary	indefinite	procedure
corporeal	indict	promissory
corroborate	inherent	proximate
counselor	inseparable	quizmaster
coverture	instrument	quizzes
curtesy (tenant by; cf. <i>courtesy</i>)	intervener	rebuttable
deceased	intestate	rescission
decedent	invalidate	recognizance
defeasance	irrevocable	respondent
defendant	jeopardy	responsible
	judgment	

LAW—Continued

reversionary	subpoena <i>or</i> subpoena	unappropriated
scire facias	(I)	usurious
seizin <i>or</i> seisin	supersedeas	venire facias
separate	support	villein (cf. <i>villain</i>)
socage	sureties	
sovereignty	tortious	

ADDITIONAL WORDS

This image shows a full page of dot grid paper. The paper has a light cream or off-white background. It features horizontal rows of small, dark grey dots spaced evenly apart. There are approximately 20 rows of dots across the page. The dots are arranged in a precise grid pattern, typical of stationery used for writing or drawing. The lighting is even, and there are no visible markings, text, or illustrations on the page.

MILITARY TACTICS

abattis	billeted	detachment
accouterments <i>or</i> ac-	bivouac	disciplinary
couterments (I)	bivouacked	dis'cipline
adjutant	blockade	dispensary
aërial	bore	dress parade
aéronautics	breech	echelon
aëroplane	brevet	enemy
aide	brigade	extractor
aide-de-camp	brigadier	firing
aides-de-camp	bulletin-board	furlough
alinement <i>or</i> align-	caisson	fusillade
ment (I)	caliber <i>or</i> calibre (I)	garrison
ambulance	cannon	guard
ammunition	cannonading	impregnable
annihilate	canteen	insignia
aperture	captaincy	inspector
appearance	carriage	insubordination
appointment	cartridge	interned
armament	casualties	intrenchment <i>or</i> en-
armies	cavalry	trenchment (I)
armistice	chaplain	irresistible
armory	civilian	lieutenant
arrest	colonel	major
arsenal	column	manual
artillery	combatants	marshal
assault	commandant	martial
attaché	commissary	military
attack	companies	militia
attacked	competitive	morale
auxiliary	contour	non-commissioned
barracks	corporal	officer
battalion	corps	official
batteries	counter-attack	ordnance
bayonet	courts-martial	outguards
belligerents	deployment	outposts
besiege	deploys	parallel

	rendezvous	simulate
	respectfully	skirmishers
	reveillé	strategy
	ricochet	subsistence
	routine	surrender
	sanitary <i>or</i> sanitory	tattoo
	(I)	uniform
re-	sanitation	vanguard
	sentinel	visor
re-	sergeant	volleys
I)	shrapnel	wigwagging
	siege	

[illegible]

MYTHOLOGY ¹

Achilles (à kíl'ěz)	Cronus or Kronos (krō'nūs or
Actaeon (ăk tē'ôn)	krôn'ôs)
Amphitrite (ăm'fī trī'tē)	Demeter (dē mē'tēr)
Aphrodite (ăf'rō dī'tē)	Deucalion (dū kā'lī ōn)
Apollo (à pōl'ō)	Diana (dī ăn'à)
Arion (cf. Orion) (à rī'ôn)	Dionysus (dī'ō nī'sūs)
Atalanta (ăt'à lăn'ta)	Elysium (ē līzh'ī ūm)
Athena or Athene (à thē'nà), (-nē)	Endymion (ăn đim'ī ōn)
Bacchanalian (băk'á nă'lī ăn)	Erebus (ēr'ē būs)
Bacchus (băk'ūs)	Euphrosyne (ū frōs'ī nē)
Bellerophon (bĕ lēr'ō fōn)	Eurydice (u rīd'ī sē)
Calliope (kă lī'ō pē)	Euterpe (u tūr'pē)
Cassiopeia (kăs'ī ō pē'yà)	Ganymede (găn'ī mēd)
Centaurs (săn'tôrz)	goddess (gōd'ēs)
Cerberus (sūr'bēr ūs)	Hector (hĕk'tēr)
Ceres (sē'rēz)	Hephaestus (hĕ fēs'tūs)
Charon (kā'rōn)	Hyacinthus (hī'á sĭn'thūs)
Charybdis (kă rīb'dīs)	Hymen (hī'mĕn)
Cimmerian (sī mē'rī ăn)	Iliad (īl'ī ăd)
Circe (sūr'sē)	Ilium (īl'ī ūm)

¹ The diacritical markings in this book agree with the latest edition of Webster's New International Dictionary.

ADDITIONAL WORDS

[illegible]

MYTHOLOGY—Continued

Ithaca (ĩth'á ká)	Parnassus (pär năs'ús)
Ixion (ĩk sĩ'õn)	Pegasus (pęg'á sűs)
Jupiter (jõõ'pĩ tēr)	Poseidon (põ sĩ'dõn)
labyrinth (lăb'ĩ rĩnth)	Psyche (sĩ'kě)
Laocoon (lă õk'õ õn)	Pygmalion (pĩg mă'lĩ on)
Medea (mě dē'á)	Pyrrha (pĩr'á)
Mnemosyne (ně mõs'ĩ nē)	satyr (săt'ěr)
Myrrha (mĩr'á)	Scylla (sĩl'á)
Naiads (nă'yădz)	Sicily (sĩs'ĩ lĩ)
Odyssey (õd'ĩ sĩ)	Sisyphus (sĩs'ĩ fűs)
Oenone (ẽ nõ'ně)	Stygian (stĩj'ĩ ăn)
Orion (õ rĩ'õn)	Tantalus (tăn'tă lűs)
Orpheus (õr'fűs)	Terpsichore (târp sĩk'õ rē)
Ossa (õs'á)	Zephyrus (zěf'ĩ rűs)
Palladium (pă lă'dĩ ũm)	Zeus (zűs)
Pallas (păl'ăs)	

ADDITIONAL WORDS

[illegible]

SPECIAL LISTS FOR OTHER SUBJECTS

(To be dictated by the teacher)

PART THREE

A GENERAL LIST OF WORDS OFTEN MISSPELLED

This list is intended for reference and practise. Regular lesson assignments of from one to two pages may be made by the teacher, but in giving out the words for either written or oral tests the teacher should avoid the strict alphabetic order. Particularly in cases where several words on a single stem are given, one or perhaps two words from the sequence should be selected, inasmuch as the correct spelling of one of the words will suggest the spelling of other words in the series. After each oral lesson or written exercise the student should be required to underscore or check in the list the words he has misspelled. The blank spaces at the bottom of the pages are for any additional words the student finds misspelled in his compositions, written exercises, and notebooks. The correct forms of these words should be recorded in alphabetic order. Some teachers may prefer to have students write correctly in the blank spaces the words misspelled in the regular lessons, the purpose being to impress immediately the correct forms upon the memories of the students. In any case, frequent reviews of the checked or underscored words, and of any additional words recorded, should be required, and severer penalties imposed for the second misspelling of a word.

The vocabulary has been carefully selected from words actually misspelled in ordinary usage, hence the material should prove of practical value not only to high-school students, but to more advanced students and to clerks, stenographers, bookkeepers, and all those whose business requires records and correspondence. The words in the list will also be found to afford excellent material for school and community spelling matches.

The Roman numerals in parentheses refer to the rules given on p. 7. Where two forms of a word are given, the first form is to be preferred.

abbeys (IV)	abut	accompany
abbreviate (VII)	abutment	accompanies (IV)
abbreviation	abutting (II)	accompaniment
aberration	abyss	accordance
abetter <i>or</i> abettor (I)	abysmal	account
abeyance	accede (VI)	accountable
abhorred (II)	accelerate	accountant
abhorrence	acceleration	accumulate
abhorrent	accelerator	accurate
abhorrer	accept (cf. <i>except</i>)	accuracy
abhorring	acceptable	accusative
ability	acceptance	accustomed
ablative	access (cf. <i>excess</i>)	ache
abolish	accessible	aching (III)
abreast	accessibility	achieve
abrogate	accessory <i>or</i> acces-	achievement
abscess	sary (I)	acknowledge
absence	accidentally	acknowledgment <i>or</i>
absorbent	acclamation (cf.	acknowledgement
absorption	<i>acclaim</i>)	acoustics
abstainer	accli'mated	acquaintance
abundance	accommodate	acquiesce
abundant	accommodating	acquiescence
abusing (III)	accommodation	acquiescing (III)

[illegible]

ADDITIONAL WORDS

[illegible]

authority	baptize	benefactor
authoritative	Barabas (in <i>Jew of</i>	beneficence
automatically	<i>Malta</i>)	beneficent
automobile	Barabbas (in the	benefit
autumn	Bible)	benefited (II)
auxiliary	barbarous	benefiting (II)
avenue	barbecue <i>or</i> barbacue	berth (cf. <i>birth</i>)
aviator	bare (cf. <i>bear</i>)	besiege (V)
avoirduois	bargain	besieger
awful	baritone <i>or</i> barytone	besieging (III)
awkward	(I)	beverage
axillary	barrack	bibliography
azalea	barricade	bicycle (cf. <i>cycle</i>)
	bas-relief	bilious (cf. <i>bile</i>)
baccalaureate	bass violin	billiards
bacchanalian	battalion (cf. <i>battle</i>)	biscuit
Bacchus	bazaar	bisector
bachelor	beauteous	Bismarck
bacillus	beautiful	bivouac
bacilli (<i>pl.</i>)	beefsteak	bivouacked
baggage	beggar	bizarre
balance	beginner (II)	blasphemy
ballads	beginning (II)	blasphemer
ballast	belief (V)	blasphemous
balloon	believe	blizzard
ballot	believing (III)	bluing
banana	belligerent	boarder (cf. <i>border</i>)
Baptist	benediction	Boccaccio

ADDITIONAL WORDS

[illegible]

ADDITIONAL WORDS

[The page contains faint dotted lines for writing.]

ceremony	Chautauqua	chord
ceremonial	cheese	Christian
ceremonies (IV)	Chesapeake	Christianity
certain	chestnut	Christmas (<i>Xmas</i> is not in good taste)
certainly	cheviot	chronological
certainty	chief	chronology
cession (cf. <i>session</i>)	chiefs	cigaret or cigarette (I)
cesura or caesura (I)	chieftain	cigars
chagrin	chiffonier	Cimmerian
chagrined (II)	Chile	Cincinnati
challenge	chilli or chile (pepper)	cinnamon
chamois	chimneys (IV)	circuit
champagne (a wine)	chinkapin or chin-	circuitous
campaign (an open field)	quapin (I)	circumference
chancellor or chancel- lor (I)	chisel	cistern
chandelier	chiseled or chis- elled (I)	cite (to indicate; cf. <i>site, sight</i>)
changeable	chivalrous	civil
changing (III)	chivalry	civilization or civilisation (I)
channel	chloroform	classicism
chaparral	choir or quire	cleave
chapel	cholera	cleavage
chaperon or chap- erone (I)	choose	clemency
Charlemagne	chose (<i>past</i>)	climactic (cf. <i>climatic</i>)
charlotte russe	chosen (<i>past part.</i>)	climb (cf. <i>clime</i>)
chauffeur	choppy (II)	close (never "clost")
	choral (cf. <i>coral</i> , <i>corral</i>)	

ADDITIONAL WORDS

cloth	college	commit
cloths	collegiate	committed (II)
clothe	collision	committee
clothes	colloquies	committing
coalesce	colloquial	commodore
coalescing (III)	cologne	commonplace
coarse (cf. <i>course</i>)	colon	communication
coco <i>or</i> cocoa (I)	colonel	community
coconut <i>or</i> cocoa- nut (I)	colonnade	comparative
cocoon	colony	comparison
codicil	colonial	compass
coefficient	colonies (IV)	compatible
coerce	colossal	compelled (II)
coercion	column	compelling
coherence	combated (II)	competence
coherent	combatant	competent
coincide	combating	competition
coincidence	combustible	competitive
Coleridge	comedy	complement
Coliseum <i>or</i> Colos- seum	comedies (IV)	complementary
collar	coming (III)	complete
collateral	comma (cf. <i>coma</i>)	completely
colleague	commandant	completion
collectible <i>or</i> collect- able	commemorate	compliment
collector	commence	complimentary
	commencement	composition
	commerce	comprehensible
	commercial	comprehensibly

ADDITIONAL WORDS

[illegible]

ADDITIONAL WORDS

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

discomfited (cf. <i>dis-</i> <i>comforted</i>)	distillery	drugged (II)
discreet	divide	druggist
dishabille <i>or</i> desha- bille	dividing	drunkenness
dispatch <i>or</i> despatch (I)	divisible	duchess
disobey	divisor	duel (cf. <i>dual</i>)
disobedience	divine	duelist <i>or</i> duellist (I)
disobedient	doctor	duly
dispel	does n't	dumb-bell
dispelled (II)	doggerel	dying (cf. <i>dyeing</i>)
dissatisfaction	don't	dynamite
dissatisfied	dormitory	dynamo
dissectible	dormitories (IV)	dysentery
dissection	draft <i>or</i> draught (I)	dyspepsia
dissension	dragged ("drug" is a vulgarism)	earnest (cf. <i>Ernest</i>)
dissent	dragging (II)	easily
dissenter	drama	ecclesiastic
dissentious	dramatic	ecclesiasticism
dissertation	dramatist	economically
dissimulation	dream	ecstasy
dissipate	dreamt	ecstatically
dissipation	dreariness (IV)	eczema
dissolute	dropped (II)	edgewise
dissolution	dropping	edible
dissyllable	drought <i>or</i> drouth	Edinburgh (pro- nounced <i>boro</i>)
distillation	droughty <i>or</i> drouthy	editor
	drowned ("drownded" is a vulgarism)	educator

ADDITIONAL WORDS

[illegible]

equilibrium	excel	experiment
equipment	excelled (II)	explanation
equipped	excelling	ex'quisite
equipping (II)	excellence	extendible
equivalent	excellences (<i>pl.</i>)	extensible
eradicate	excellency	extension
Ernest	excellencies (<i>pl.</i>)	extinguisher
erratic	excellent (II)	extraordinary
erroneous	except (cf. <i>accept</i>)	extravagance
erysipelas	exceptionable	extravagant
especially	exceptional	extreme
essence	exclamatory	extremely
etc. (abbreviation of Latin <i>et cetera</i>)	exclamation	
ethereal	excommunication	façade (note the cedilla)
etiquet or etiquette (I)	exhaust	
euchre	exhaustible	factor
eulogies (IV)	exhaustion	Faerie Queene (original)
European	exhaustive	
every	exhibit	Faëry Queen (modernized)
everybody	exhibition	
everyday (<i>adj.</i>)	exhilarate (cf. <i>hilarity</i>)	fallacy
exaggerate	exhilarating	fallacious
exaggeration	exhilaration	fallible
exalted	existence	familiar
exaltation	existent	familiarity
exceed (VI)	expect (cf. <i>suspect</i>)	families
exceedingly	expedition	fanaticism (cf. <i>fanatic</i>)
	experience	farcical (cf. <i>farce</i>)

ADDITIONAL WORDS

[illegible]

ADDITIONAL WORDS

[illegible]

harelip <i>or</i> hairlip	hippopotamus	hypocrit <i>or</i> hypo-
have n't	hoeing	crite (I)
having	holiday	hypocritically
Hawthorne	hollow	hypotenuse <i>or</i> hy-
heard (cf. <i>herd</i>)	holy (cf. <i>wholly</i>)	pothenuse (I)
heathen	holiness (IV)	hypothesis
heathenish	homogeneous	hypotheses (<i>pl.</i>)
heaviness	hoping (III)	hypothetically
hegira <i>or</i> hejira	hopping	hysterics
height <i>or</i> hight (I)	horde (cf. <i>hoard</i>)	hysterical
heinous	horror	
Hellenic	horrible	Ichabod
Hellenism	horrid	icicle
hemorrhage	Huguenots	ideally
Henry	humbugged	identically
here (cf. <i>hear</i>)	hummed (II)	idol (cf. <i>idle, idyll</i>)
heredity	hummer	idolater
hereditary	humming	idolatrous
heroes	humor <i>or</i> humour (I)	idolize
heterogeneous	humorous (cf.	idyl <i>or</i> idyll (I)
hiccup <i>or</i> hiccough (I)	<i>humerus</i> , a bone)	idyllic
hickory	hungrily	igneous
hideous	hurricane	Iliad
hieroglyphics	hurried	illegitimate
hilarious	hurriedly	illicit (cf. <i>elicit</i>)
hilarity	hyacinth	illusion (cf. <i>allusion</i>)
Himá'laya	hygiene	image
hindrance	hypocrisy	imagery

ADDITIONAL WORDS

[illegible]

imagine	impetus	incomprehensible
imagining	implement	incongruous (cf.
imaginary	importance	<i>incongruity</i>)
imagination	impossible	incorrigible (cf.
imitation	impostor	<i>correct</i>)
imitative	impressible	incorruptible
imitator	imprison	incredible (cf. <i>credit</i>)
immediately	imprisoned	incurred (II)
immense	inaccessible	incurring
immensity	inaccuracies (IV)	indefinite (cf. <i>define</i>)
immerse	inanimate	indelible
immersion	inasmuch (not three	independence
immigrate (cf.	words)	independent
<i>emigrate</i>)	incarcerate	indescribable
immigration	incendiary	Indian
imminent (impending; cf. <i>eminent</i> , great)	in'cense (<i>n.</i>)	Indiana
	incensed' (<i>v.</i>)	Indianapolis
impel	incest	indict (cf. <i>indite</i>)
impelled (II)	incestuous	indictment
impelling (II)	incident	indifference
imperative	incidentally	indifferent
imperceptible	incite (to stir up; cf. <i>insight</i>)	indigestible
imperialism	inclement	indispensable
imperil	inclose <i>or</i> enclose (I)	indivisible
imperiled <i>or</i> imperilled (I)	incoherence	indorse <i>or</i> endorse
	incoherent	(first preferred in business, second
impertinence	incompatible	in literary usage)

ADDITIONAL WORDS

[illegible]

ADDITIONAL WORDS

[illegible]

ADDITIONAL WORDS

[illegible]

Kohinoor <i>or</i> Kohinur	legally	linen
(I)	legend	liniment
Korean <i>or</i> Corean (I)	legendary	linoleum
	legible	linotype
laboratory (cf. <i>labor</i>)	legislator	liquefy
laboratories	legitimate	liquor
labyrinth	leisure	literary
lack (cf. <i>like</i>)	leopard	loath (<i>adj.</i>)
laid (never <i>layed</i>)	lesson	loathe (<i>v.</i>)
larva (cf. <i>lava</i>)	lettuce	loneliness
larynx	liar (cf. <i>lyre</i>)	loose
lascivious	libelous	loosing (III)
Latin	library	lose (cf. <i>loose</i>)
latter (cf. <i>later</i>)	license <i>or</i> licence (the	losing (III)
lattice	first is used in	Louisiana
laudanum	America, the second	lovable
lavalier <i>or</i> lavallière	in England)	lovely
(I)	licentious	loyalty
laxative	lichen	lubricator
lay (past of <i>lie</i> , to	licorice <i>or</i> liquorice (I)	ludicrous
recline; <i>lie</i> , <i>lay</i> ,	lieutenant	lullaby
<i>lain</i>)	lightning (cf. <i>lighten-</i>	lullabies (<i>pl.</i>) (III)
lay (to place; <i>lay</i> ,	<i>ing</i> , from <i>lighten</i> , to	luscious
<i>laid</i> , <i>laid</i>)	make light)	lying (from <i>lie</i> ; cf.
led (past of <i>lead</i> ; not	Lilliputian	<i>laying</i> , from <i>lay</i>)
to be confused	lily	lyre
with the metal <i>lead</i>)	lilies (III)	lyric
ledger	lineament	lyrist

ADDITIONAL WORDS

[illegible]

ADDITIONAL WORDS

[illegible]

minicking	molasses (not to be	muscle (fibrous tissue
miniature	used as a plural)	of the body)
minimize	moneys <i>or</i> monies	mussel (a shell fish)
minnow	(both plurals are	mustache <i>or</i> mous-
minor (cf. <i>miner</i>)	in use)	tache (I)
minute' (<i>adj.</i>)	monitor	mystery
min'ute (<i>n.</i>)	monosyllable	mysteries (IV)
miracle	monstrous	mysterious
mirage	Montesquieu	mystify
mirror	moping (III)	mysticism
miscellaneous	morocco	mythical
mischief	mortally	mythology
mis'chievous	mortgage	myths
misled (past tense	mosquitoes <i>or</i> mus-	naphtha
of <i>mislead</i>)	quitoes (I)	narcissus
missal (a mass-book)	motor	narrate
missile (something	motorboat	narration
thrown)	motorist	narrative
missionary	motorman	nasturtiums
Mississippi	mountain	naturally
missive	moun'tainous	naught <i>or</i> nought
Missouri	movable	navigate
misspell	moving (III)	navigation
misstep	mucilage	navigator
misunderstand	mucous (<i>adj.</i>)	necessary
misuse	mucus (<i>n.</i>)	necessaries (IV)
moccasin	munic'ipal	necessarily
Mohammedanism	murmur	

ADDITIONAL WORDS

.....
.....
.....
.....
.....
.....

ADDITIONAL WORDS

[illegible]

organizer	paraffin <i>or</i> paraffine	pastoral
orifice	(I)	peace (cf. <i>piece</i>)
origin	parallel	peaceable
original	paralleled (II)	peal (cf. <i>peel</i>)
originality	paralleling	peccadillos <i>or</i> pecca-
originate (cf. <i>origin</i>)	parallelogram	dilloes (I)
originator	paralysis	pedal (cf. <i>peddle</i>)
oscillate	paralyze	peddler
oscillation	paralyzing	pellagra
oscillator	paraphernalia	Peloponnesian
osnaburg	parasite	pencil
ostensible	parasitic	penciling <i>or</i> pen-
ostracize	parenthesis	cilling (I)
ours (cf. <i>hours</i>)	parentheses (<i>pl.</i>)	peninsula (<i>n.</i>)
outdoor	parliament	peninsular (<i>adj.</i>)
out-of-door (<i>adj.</i>)	parliamentary	penitentiary
outrageous	paroxysm	pennants (cf. <i>penance</i>)
oxygen	parsimony	pennon (cf. <i>pinion</i>)
oyster	parsimonious	peppermint
	partial	perceive (V)
	participate	perceptible
pageant	participation	percolator
paid	participle	peremptory
palliate	participial	peremptorily
pane (cf. <i>pain</i>)	partition (cf. <i>petition</i>)	perennial
panegyric	passed <i>or</i> past (I)	perform
paneling <i>or</i> panelling	passenger	performance
(I)	pastime	performer

ADDITIONAL WORDS

.....

.....

.....

.....

.....

.....

per'fume (<i>n.</i>)	physician	plane (cf. <i>plain</i>)
permanence	physiology	planed
permanent	picaninny or picca-	planing (III)
permitted (II)	ninny (I)	plane geometry
permission	picayune	planned (II)
permissible	picayunish	planning
permitting	Pickwickian	Plato (cf. <i>Pluto</i>)
persistence	picnic	plausible
persistent	picnickers	pleurisy
personally	picnicking	pneumatic
personnel	piece (cf. <i>peace</i>)	pneumonia
perspire.	piercing	poison
perspiration	pigeon	poisonous
persuaded	pilgrim	politician
pertaining	pilgrimage	poll (cf. <i>pole</i>)
pessimism	pillar (cf. <i>pillow</i>)	polysyllable
pessimist	pinnacle	pomace (cf. <i>pumice</i>)
Petrarch	pistil	pomegranate
phase (cf. <i>phrase</i>)	pistol	ponderous
phenomenon	piteous	poppy
phenomena (<i>pl.</i>)	pity	poppies (III)
Philip	pitiable	porcelain
Philippic	pitiful	porous
Philippi	pittance	portable (cf. <i>potable</i>)
Philippines (cf. <i>Filipino</i>)	plagiarism	portentous
phosphorus	plagiarist	portière
phosphoric	plains	Portuguese
	plait	positive

ADDITIONAL WORDS

.....

.....

.....

.....

.....

.....

pursue	rabbit (cf. <i>rabbit</i>)	recruit
pursuing (III)	radical (<i>n.</i> and <i>adj.</i>)	recurred (II)
pursuit	radicle (<i>n.</i>)	recurrence
pusillanimous	radish (cf. <i>reddish</i>)	recurrent
pyre	radius	redressible
Pyrenees	ragamuffin	ref'erable
	railery	referred (II)
quadrilateral	raisins	reference
qualitative	rapturous	refer'rible
quality	rarefy	refitted (II)
quantitative	raspberry	refitting
quantity	realization	reflector
quarreling	really	refrigerator
quarries (III)	rebellion	region
querulous	rebellious	registration (cf.
query	rebut	<i>register</i>)
queries (III)	rebuttal (II)	regretted (II)
questionary	recede (VI)	regrettable
questionnaire (<i>Fr.</i>)	receding	regretting
quibbling	receive (V)	regulator
quiet	receipt	reign (cf. <i>rain</i>)
quite	receptacle	reins (cf. <i>rains</i>)
quitting (II)	recollect	rejoicing
quiz	recommend	relief (V)
quizmaster	recommendation	relieve
quizzes (II)	reconnaissance	religious
quizzical	reconnoiter <i>or</i> recon-	remedies (IV)
quizzing	noitre (I)	remembrance

ADDITIONAL WORDS

[illegible]

ADDITIONAL WORDS

[illegible]

submitted (II)	supervisor	sycamore
submission	suppose	syllable
submitting	supposing	syllabication
substantiate	suppressed	syllogism
subterfuge	supremacy	symbol (cf. <i>cymbal</i>)
subterranean	supremely	symmetry
suburban	surcircle	symmetrical
succeed (VI)	sure	sympathies (IV)
succession	surely	synchronous
successor	surety	synonymous
succinct	surf (cf. <i>serf</i>)	systematically
succumb	surname	
suffocating	surprise	tailor
suffrage	surprising	tale (cf. <i>tail</i>)
sugar	surrender	tangible
suggest	surroundings	tariff
suitable	surveillance	tearing
suite (cf. <i>sweet</i>)	surveyor	technicalities
sulfur <i>or</i> sulphur (I)	susceptible	temperament
summary	susceptibility	temperance
summaries (IV)	suspect (cf. <i>expect</i>)	temperate
summoned	suspicion (never used	temperature
supercilious	as verb)	temporary
superintend	suspicious	tenancy
superintendency	Sweden	tenant
superintendent	Swedes	tenantry
supersede	swimmer (II)	tendency
superstition	swimming	Tennessee

ADDITIONAL WORDS

[illegible]

tuberculosis	unscrupulous	verbiage
Tuesday	using (III)	vermin
Tuileries	usually	vertical
tumultuous	usurper	vessel
turpentine	unwieldy	vestibule
twenty-one		vestige
twingeing	vacancies (IV)	veterinary
tying	vaccinated	vice (cf. <i>vise</i>)
typical	vaccination	vicinity
tyranny	vaccinator	vicissitude
tyrannical	vacillate	victim
tyrannize	vacillation	victimize
	vain (<i>adj.</i>) (cf. <i>vein</i> , <i>vane</i> , <i>n.</i>)	victor
Ulysses		victory
umbrella	valedictory	victuals
unanimity	valedictorian	vigilance
unanimous	valleys (IV)	vigilant
unaccommodating	vaselin <i>or</i> vaseline (I)	vigor <i>or</i> vigour (I)
uncontrollable	vaudeville	vigorous
undeniable	vegetable	village
undoubtedly	vegetation	villain
ungrammatical	vehicle	villanous <i>or</i>
unintelligible	vein (a blood vessel)	villainous (I)
Unitarian	venous	villein (used only of
unmistakable	vengeance	a serf)
unmistakably	venomous (cf. <i>venom</i>)	vinegar
unnecessary	ventilate	violoncello
until (cf. <i>till</i>)	ventilation	virtually

ADDITIONAL WORDS

[illegible]

SUGGESTIONS TO TEACHERS

The Rules and How to Use Them. The seven major rules for spelling should be mastered early in the course. Some teachers do not believe in teaching spelling by rules. Rules for English spelling are difficult to formulate and seem made only to be broken by numerous exceptions. But the seven major rules given here are certainly practical and helpful if one learns how to apply them. A rule that is merely memorized and not fully understood in its applications and exceptions may prove a handicap rather than a help in learning to spell. But if a rule is once clearly understood and its application frequently practiced, so that the application becomes "second nature," it is of vast service in securing accuracy in spelling. So it is exceedingly important that the pupils know the rules perfectly. It is a good plan to take up these rules in daily lessons, one at a time, explaining and applying each rule in all its phases, using the illustrative words given below the rule as text words in the recitation. When the pupils have mastered the seven rules, the practice exercises illustrating the rules should be taken up. To save time in the spelling exercises, which come later, the rules may be referred to by numbers. The minor rules may all be taken in one lesson, though more time should be spent on the exercises illustrating these rules.

The Exercises on the Rules. The first thirty exercises are arranged to illustrate the seven major and the seven minor rules. To give variety some of these exercises are oral, some written, and some both oral and written. In some instances the pupil is sent to the dictionaries or other books to search for certain types of words or to study word formation, but all that is aimed at in most cases is the simple oral spelling exercise with thoughtful comment on the application of the rules. Frequent return to such of the exercises as seem to be most needed by any particular grade will be found profitable.

A List of Words Frequently Misspelled. The words in this list have been chosen from many years of experience in reading high-school, normal-school, and college themes. The words have

also been checked and verified by a number of practical teachers of English and of other subjects. Altho this list has been compared with other lists, the selection of the words has been made entirely on the basis of experience. This list should be divided into five or six lessons followed by many review tests. *Complete mastery of all the words* should be expected of every pupil. It may be desirable to require pupils to memorize the warnings in connection with certain of the words most frequently misspelled.

The Special Lists. The material in these lists has been furnished largely by special teachers in high schools, normal schools, military schools, and colleges. In such lists there will naturally occur some technical words which the pupils will not ordinarily meet except in the study of these special branches. If there is time for them, these lists afford good practise tests, but ordinarily they should not be assigned until the subjects have been studied in the high-school course. For example, the lists in botany and geology may be omitted in schools where these subjects are not taught. Other lists more general in application, such as those for business, Bible, mythology, music, and the like, should be used as practise lists even tho the subjects are not a part of the high-school course.

The General List. The general list is arranged alphabetically for ready reference and may be divided into lessons, the length of the assignment being determined by the individual teacher. This list consists of words actually (and in most cases frequently) misspelled in English themes, history papers, and written exercises in the various high-school courses. Not many technical words are included in the general list, since they appear in the special lists which precede. Regular lessons should be assigned to cover the entire vocabulary of this list. The teacher should see that each pupil records in the blank spaces provided for that purpose every word he misspells, a valuable means of impressing the correct forms on the child's mind. From time to time, the students should be drilled on these words as collected in their notebooks. In addition to recording misspelled words in this way, the pupils should be penalized by being required to copy each word ten or twenty or any given number of times, on a separate sheet. It is only by such heroic measures that some

students can be compelled to learn spelling, and even with this treatment much will remain to be desired in some of the worst cases. English spelling is a difficult subject; we might as well admit this as a proved proposition and go to work to teach it thoroughly and systematically throughout the high-school course.

Grading. There should be cooperative and uniform practice among the teachers in the matter of grading and marking for errors in spelling found in the pupils' written exercises. In marking written quizzes or examinations, in giving credit for reports, notebooks, or any other written work, the teacher should take into account the spelling and the general quality of the English used. Each faculty will need to work out its own plan. One plan which has been used successfully is given here for suggestion. Each teacher marks every error in spelling, counting off two points for each misspelled word. If the same word is misspelled several times, one additional point is counted off each time the repetition occurs. The pupils are required in every case to correct their own errors in spelling. In some schools two or three points are counted off for each error in spelling, but the pupils are given a chance to raise their grades one or two points for each error by writing each misspelled word correctly twenty times.

7 DAY USE
RETURN TO DESK FROM WHICH BORROWED
**EDUCATION - PSYCHOLOGY
LIBRARY**

This publication is due on the LAST DATE
stamped below.

MAY 24 1963

MAY 20 RECD

FEB 14 1984

FEB 14 RECD

JUN 05 2003

RB 17-60m-8,'61
(C1641s10)4188

General Library
University of California
Berkeley

X14

541947

UNIVERSITY OF CALIFORNIA LIBRARY

